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Leadership Competencies, Inter-Cultural Differences and Performance
of Multinational Teams

Kompetence leadershipu, interkulturní rozdíly a výkonnost
multinacionalních týmu

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Bibliography
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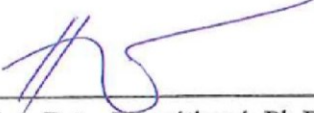
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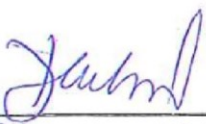
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Prohlašuji, že jsem celou diplomovou práci včetně příloh vypracovala samostatně pod vedením vedoucího diplomové práce.

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1 INTRODUCTION

1.1 Introduction to the topic

Today's global business environment is interdependent, complex and culturally diverse and it challenges organisations to be extremely competitive (Hofner & Saphiere, 1996; DiStefano & Maznevski, 2000). As a result different kinds of multinational teams emerged in past decades in order to respond to these challenges (Snow et al., 1996). However, leading such teams requires capable and qualified team leaders who are able to utilize the potential coming from different cultural origins and encourage team to deliver high performance (Adler & Bartholomew, 1992; Bonnstetter, 1999; Morrison, 2000; Suutari, 2002). Shenkar and Zeira (1992) think that cultural differences in teams might be the reason for poor performance, if not managed well. This puts pressure on developing and applying new suitable managerial competencies of team leaders and their appropriate training (Gregersen et al., 1998; Harvey and Buckley, 2002).

Therefore it is obvious that there are three main components that are necessary for the company to succeed in the global environment and these are multinational teams, skilled leaders and elimination of problems caused by cultural diversity and full usage of its advantages at the same time. The logical progression is as follows. It is not sufficient to have just multinational team, it is extremely important to have high performing multinational team. High performance can be enhanced or weakened by cultural diversity of its members and if the team leader is competent enough cultural diversity can be turned into the competitive advantage of the company, especially because of increased flexibility and wider knowledge of consumer needs. However, the biggest problems caused by cultural diversity prevails in communication and integration. Therefore the approach towards communication, leadership or negotiation should always be adjusted to the particular situation. To achieve high performance cultural diversity has to be studied, communicated and dealt with correctly mainly by team leaders, but most desirably by all involved participants, which means also team members (Trompenaars & Woolliams, 2000).

As simple as it might seem, there are certain obstacles that need to be overcome. One of them is the amount of different definitions of cultural diversity and even more suggestions how to manage it (Andersen and Moynihan, 2016; Ely and Thomas, 2001). The same applies for team leaders and the whole discussion about what kind of cross-cultural competencies

they should possess and also what appropriate training they should be sent to (Chevrier, 2003; Groves and Feyerherm, 2011; Matveev and Milter, 2004). Some of these definitions and points of view are in details discussed in the literature review. Due to such diversity in opinions and due to very specific differences of each country, one comes to the conclusion that the suitable solution is always dependant on the particular context each case needs to be examined individually. Therefore the aim of this study is to contribute to the existing knowledge by applying one chosen central model, namely Trompenaars and Woolliams' (2000) unified competency framework, into the particular geographical context of Eastern Europe and by presenting the findings examine the universality of their model.

1.2 Importance of investigated topic

The idea of applying Trompenaars and Woolliams' (2000) model into the geographical context, namely into Eastern European countries evolved from gaps in the existing research papers about cultural diversity in this seemingly culturally similar region. House et al. (2004) in GLOBE study encouraged further research about Eastern European countries, as well as von Stetten et al. (2012) who suggested to explore more about cultural differences in multinational teams consisting of post-communist countries (Horwitz, 2011). The reason why gaps in research about Eastern Europe exist is that some authors assume there are simply no cultural differences to be taken into consideration as these countries are basically one nation (Earley and Erez, 1997). On that account one of the aims of this dissertation is to demonstrate that there certainly exist differences among Eastern European countries and that it is important to consider them at work place. One whole part of the literature review chapter is devoted to that area.

That is why U&SLUNO company is chosen for this dissertation as an illustrative case. Their headquarter is in the Czech Republic and its subsidiaries are located in other two Eastern European countries, namely Slovakia and Ukraine. More importantly U&SLUNO uses, among others, four multinational teams for delivering innovative IT solutions and consultancy to business, logistics and distribution areas in order to enhance performance and support effective usage of technologies. Especially U&SLUNO's four multinational teams are the central focus of this dissertation (U&SLUNO, 2015).

Trompenaars and Woolliams (2000) created new unified competency framework, in which they mention the importance of transcultural competence for reconciling cultural

dilemmas. The reason for choosing their model is, again, not very common application of this framework in research papers dealing in some way with cultural diversity. Most of them actually apply rather Hofstede's (2001) dimensions, which are used only shortly in one of the parts of literature review as a tool for proving the existence of cultural differences among Eastern European countries. In order to contribute with something different, Trompenaars and Woolliams (2000) transcultural competence concept seems to be suitable as it is quite unexplored in given geographical Eastern Europe context and therefore provide range of possibilities for valuable contribution.

Their concept is based on the idea that there exist general problems that occur in all cultures, but what differs is the original approach how to solve such problems. To simplify it, they created list of seven bipolar dimensions derived from three basic categories, namely attitude towards other people, time and environment. These dimensions are universalism vs particularism, individualism vs collectivism (communitarianism), neutral vs affective relationships, achievement vs ascription (doing/being), sequential versus synchronic time (monochronic/polychronic) cultures, inner vs outer directed (Trompenaars and Woolliams, 2000).

Full list of dimensions is provided in Appendix 1. Trompenaars and Woolliams (2000) suggest that people are not defined by who they are, but by what they do, which means that knowing these seven dimensions is not enough to manage diversity well. That is why they also developed a tool called framework for the millennium manager (see Appendix 2), which contains list of seven dilemmas that can occur in culturally diverse environment and they match them with dimensions.

1.3 Research question and objectives

The broad topic of this dissertation covers two main interrelated concepts, namely team leader's cross-cultural competencies and the way in which these competencies help them to deal with cultural differences in order to ensure high performance of multinational teams. Several studies were focused on examining what are the most important characteristics, abilities and competencies that team leaders of multinational teams should possess in order to manage their teams effectively (Groves and Feyerherm, 2011; Chevrier, 2003; Matveev and Milter, 2004). Although different terms were used to describe these necessary cross-cultural abilities, the general outcome of all these studies was the same:

to focus on deeper investigation of cross-cultural competence of team leaders. It was explained above why Trompenaars and Woolliams' (2000) model, in which they focus on the importance of transcultural competence for team leaders while addressing cultural differences is the central to this dissertation. The research question was narrowed as follows:

“How does a team leader’s transcultural competence reconcile cultural dilemmas? “

Within the deep investigation of research question several important clusters of ideas emerged. Firstly it became obvious that the deep analysis of U&SLUNO’s competency framework is necessary in order to find out the presence of transcultural competence as such or at least if there are bits that can be considered as pieces of transcultural competence contained in other competencies in the framework. After such investigation the attention is paid to the particular situations in which team leaders had to apply their transcultural competence and demonstrate their ability to deal with cultural dilemmas and also to the examination of reconciliation of cultural dilemmas by using their transcultural competence. Finally the gaps in team leader’s development and application of transcultural competence and in their cultural approaches generally towards their team members are also examined. Therefore three main research objectives are formulated as follows:

1. Examination of the existence of team leader’s transcultural competence in U&SLUNO’s competency framework.
2. Exploration of how team leader’s transcultural competence reconciles cultural dilemmas in U&SLUNO.
3. Identification of gaps in developing and applying transcultural competence by team leaders of multinational teams.

1.4 Overview of chapters

Section two comprises a literature review focusing on different forms of team leader’s cross-cultural competence, its development and application in real companies’ situations is provided, followed by the conceptual framework. Definition of key words, examination of the actual existence of cultural differences among the three seemingly similar countries (the Czech Republic, Ukraine and Slovakia) and also alternative approaches towards different methods of appropriate cultural training are also mentioned in the rest of the literature review. Mainly journal articles from respected journals (according to abc classification) were

used in this chapter, together with several books written by recognized authors dealing with the same topics.

The methodology chapter follows in which the methodological design of this dissertation is introduced, including research design presented in graphical form, subjectivism and social constructivism philosophy, inductive research approach and qualitative research method. Next part of methodology chapter is focused on non-probability, purposive sampling and general sample characteristics. Semi structured, non-standardized interviews were used for collection of the data and coding is used for data analysis. Throughout the whole chapter justification of each choice is provided and mainly publications focusing on qualitative research design were utilized.

In the next chapter findings from conducted interviews and competency framework analysis are presented. In the first part the research question and objectives are reminded, the next part deals with detailed examination of U&SLUNO's competency framework in order to search for explicit presence of transcultural competence and the last part is devoted to the interviews summary and contains from ten smaller parts, each of which presents detailed summary of answers on given question. The last part is the most important and its content is the outcome of careful coding process.

In discussion chapter results presented previously are going to be linked with literature review, research question and research objectives. The main theoretical concepts used in this chapter cover the central model of this dissertation, Trompenaars and Woolliams's (2000) transcultural competence concept, mainly reconciliation process and its five main parts, which are assurance about mutual commitment to work on improving current relationship, recognition of cultural differences, identifying similarities, combining best solutions and critical evaluation of the whole process. Additional theoretical background is provided by House's (2004) Globe study, Hofstede's (2001) dimensions and Earley and Erez's (1997) book.

Conclusion follows with the summary of findings, accompanied by list of limitations and suggestions for future research.

2 THEORETICAL BACKGROUND FOR IDENTIFICATION OF INTER-CULTURAL DIFFERENCES IN MULTIONATIONAL TEAMS

2.1 Introduction

2.1.1 General introduction

Multinational teams as a new common organisational structure often used for meeting the globalisation challenges has been identified in various publications (Ranney& Deck, 1995; Shokley-Zalaback, 2002;). However, research regarding the influence that cultural diversity and the way it is handled by team-leaders, has on multicultural teams, is limited (Groves &Feyerherm, 2011; Zander & Butler, 2010). The issue of cultural differences as obstacle within the functioning of multinational teams has been pointed out several times (Krishna et al. 2004; Sarker et al. 2010; Walsham, 2002). Most commonly language, communication, decision-making process and perception of hierarchy are barriers in multicultural teams caused by cultural differences (Zander et al., 2012).

2.1.2 Literature review subchapters overview

After short introduction to the topic at the beginning of this chapter, general definitions of key words are provided. These definitions are gradually being expanded throughout the whole chapter, relevant theories are added and different points of views are pointed out. Key words that occur in this dissertation are multinational team, transcultural competence, cultural dilemmas and cultural diversity.

The next section deals with two topics that are closely connected. In the first of them several reasons why organisations should pay attention to cultural diversity are mentioned, among which mainly the positive relationship between cultural diversity and multinational team performance and list of challenges for multinational teams caused by such diversity are of a great importance. The second part includes some ways in which cultural diversity can, should be or is handled by team leaders, including the appropriate cross-cultural training for

team-leaders is presented and different alternative approaches are mentioned, including the reference of evaluation tools for the assessment of current team leader's transcultural skills.

Another part focuses on providing the evidence of the existence of cultural differences among the Czech Republic, Ukraine and Slovakia. Different perspectives on cultural dimensions, mainly by Hofstede (2001), Earley and Erez (1997) and Modliński (2013) are used for this examination in order to justify the purpose of this dissertation that is to study how team leaders' transcultural competence reconcile cultural dilemmas. The last section is devoted to the conceptual framework that was designed in accordance with research question and objectives and necessary adjustments were made based on the literature.

2.2 Main body

2.2.1 Key words

The first part of this chapter is devoted to definitions of key words occurring in this dissertation, which are multinational team, cultural dilemma, cultural diversity and transcultural competence.

Multinational team

Matveev and Milter (2004) define multicultural teams as groups comprised of people from different countries exhibiting signs of different cultures that were created for completing certain tasks. As it was pointed out in the introduction it is desirable to have high-performing multicultural team in order to gain competitive advantage.

The multicultural team can be described as high-performing if all team members are aware of purpose of the team existence, they work as one unit to deliver exhaustive solutions, skills of individual team members are interchangeable and complementary and in the whole team prevails the deep sense of responsibility (Katzenbach and Smith, 1999). High performance team consists firstly of team leader equipped with intercultural competence. Secondly of effective team members, who should be all able to build a relationship with people from different countries, maintain it and improve it mainly through highly developed level of communication including being able to code nonverbal signals and other behavioural aspects and most importantly being comfortable about such interactions (Matveev & Milter, 2004).

Cultural dilemmas

According to the Cambridge dictionary (2008), a dilemma is when the decision between two different alternatives has to be made, mainly when both variants are not desirable. In cultural sense it means dealing with two contradictory poles represented in each bipolar dimension, developed for example by Trompenaars and Woolliams (2000), who designed seven of such cultural dimensions.

Cultural diversity

The term cultural diversity in the context of this dissertation indicates that colleagues with different backgrounds regarding race, nationality, ethnic origin, language or behavioural patterns work together in one team or one work place, trying to overcome these cultural barriers by mutual respect in order to deliver high performance (Andersen & Moynihan, 2016; Ely & Thomas, 2001).

Three theories were identified as crucial for studying cultural diversity in teams and these are similarity-attraction theory, social identity theory and information-processing theory. The first supports the notion about team member's preference to work with people that are similar to them. The second is connected with stereotypes and suggests that once being a part of a team, members tend to favor their co-workers to colleagues outside the team. The only theory that suggests positive influence of cultural diversity is the third one, because culturally diverse people bring different perspectives and more creative solutions (Stahl et al., 2010).

Transcultural competence

In the existing literature several terms are used for referring to the transcultural skills of managers and their ability to cope with cultural differences, for example intercultural, cross-cultural competence or cultural intelligence can be found in journal articles.

Intercultural competence

Intercultural competence consists of three main parts. Firstly it is cultural knowledge, both general and specific, including awareness of different communication and leadership styles. Secondly, it is the necessity to have appropriate skills required for certain task and finally personality orientation matters significantly, because it includes level of empathy, emotional intelligence, the willingness to understand and respect different cultures, it also shows how people handle cultural uncertainty and how tolerant or ambiguous they are

towards cultural differences of other team members. Several other general aspects, such as clear team goals, experiences beneficial for the whole team, commitment of all members, high level of cooperation, motivation, cultural sensitivity as well as sufficient knowledge and access to technology were identified as key for high performance of multinational teams (Matveev & Milter, 2004).

Global competence

For example, Jokinen (2005) provides other two different ways of looking at the definition of global competence. First of them suggests that global leaders have no special competencies, they only upgraded their general competencies, whereas the second notion is that global competencies are different from general leadership competencies and have to be developed separately. Jokinen (2005) herself supports the first notion and defines global leadership competencies as leaders' abilities to accomplish their job tasks outside their national cultures. Her new suggested global leadership competency framework consists of three interrelated levels. Right in the centre and most important are abilities that enables leaders their advanced development of other cross-cultural competencies and therefore they are considered to be crucial. Self-awareness, self-interest in personal development and curiosity are some of them. Secondly items that characterise the desired mental level of leaders are almost as important as the first group of factors and consist of general positive approach to life, empathy, personal interest and willingness to work in diverse environment, appropriate social and cognitive skills and understanding and respect to contradictions. Third level is covered by particular knowledge that enables to complete certain tasks, including networking skills too (Chevrier, 2003).

Cultural intelligence

According to Groves and Feyerherm (2011) the crucial leadership competence is their cultural intelligence (CQ). Developed CQ enables leaders to better estimate dynamics of the team and suggest culturally more appropriate solution, they also better understand and accommodate team members cultural differences and needs, generally their level of sensitivity is higher and communication skills includes awareness of verbal and nonverbal signals. That is why critical situations such as misunderstandings, conflicts or the possibility

of failure within the team as well as with stakeholders outside the team can be managed extremely well or might be even prevented (Kim, Kirkman, & Chen, 2008).

Transcultural competence

However, for the purpose of this dissertation the definition of transcultural competence provided by Trompenaars and Woolliams (2000) is key, because their concept is the central model of this dissertation. According to them transcultural competence comprises of three different processes, which are awareness, reconciliation and respect. Mainly reconciliation process is in the centre of attention in this work, because as it was mentioned previously it is applied and examined in the particular example of U&SLUNO company.

2.2.2 Why is it important to deal with cultural diversity?

Positive relationship between cultural diversity and team performance

It is important to deal with cultural diversity, because as it was proved several times (Earley & Mosakowski, 2000), there exist positive mutual influence between cultural diversity and team performance, therefore organizations should pay enough attention to this area.

There exist three different approaches that examine how heterogeneity influences effectiveness of the team. First demographic point of view stresses the positive connection between similarities and team effectiveness. On contrary cultural diversity approach rather favours cultural differences as they might bring broader perspective, variety or different skills into the team, which improves team performance (Maznevski, 1994). The third perspective that focuses on group dynamics generally supports the second approach regarding the positive effect of diversity on team performance, however they suggest that it should be only small heterogeneity and the effectiveness is always influenced by different context (Earley & Mosakowski, 2000). Although the differences are the source of competitive advantage in the longterm, Earley and Peterson (2004) also appeal to multinational teams to try to focus on rather finding similarities at first as the opposite way might cause more harm than good.

There exist different levels of heterogeneity and homogeneity and neither of the extreme prevails in real teams, so sometimes in teams with low homogeneity

situations can occur when members form subgroups, which only worsen the team performance as a whole. Based on these assumptions, Earley & Mosakowski (2000) conclude that the effectiveness of homogeneous teams is higher at the beginning compared to heterogeneity teams, but in time homogeneity team tends to remain on the same level, whereas heterogeneity teams keep improving their performance after they built their strong team culture. This means that heterogeneity can be turned into an advantage, but just in case it is managed well.

Groves and Feyerherm (2011) fully support what was mentioned above and they also suggest that today's organisations should pay special attention to their leader's cross cultural competencies as the cultural structure in multinational teams keeps changing significantly with increasing level of globalization. That is why they aim to contribute to this field by testing how leaders with highly developed CQ are perceived by team members and how their CQ influences the performance in highly culturally diverse teams. Their work is based mainly on Earley and Ang (2003) and Livermore's (2015) work on CQ. The contribution of leader CQ on leader performance as well as team performance was demonstrated and proved. However, this effect was more obvious in culturally heterogeneous teams rather than homogeneous ones.

Stahl et al., (2010) also examine the relationship between cultural diversity and team performance and present their own detailed results about the effect that cultural diversity has on process losses and gains in the team regarding divergence and convergence. Five main team processes, namely creativity, conflict, communication effectiveness, satisfaction and social integration are considered in their study. They manage to prove clear association between team diversity and divergence as teams with more diverse members improved processes by increased creativity, nevertheless they were slowed down by increase conflict and misunderstandings that have negative impact on the overall team performance. On the other hand the correlation between diversity and convergence was not that obvious. Variables such as the complexity of tasks, team size, team diffusion and team longevity might to some extent moderate the above mentioned relationships. For example with time the relationship among team-members and functioning of the team is improved, in complicated tasks the advantage of cultural diversity and creativity can be fully used, on contrary with higher level of diversity conflicts are becoming more probable (Stahl et al., 2010).

To be fair, previous findings about the relationship between culture diversity and performance are not always positive, but rather more contradictory. For example the whole group of researchers claims there does not exist positive mutual influence between these two variables (Kirkman et al., 2005). and others (Webber & Donahue, 2001; Bowers, Pharmer & Salas, 2000) even claim that correlation does not exist at all.

Problems of multinational teams

Another reason why organisations should spend a good time on dealing with cultural diversity are the problems that can occur, if cultural diversity is constantly overlooked. Matveev and Milter (2004) list five common challenges that almost all multinational teams will probably come across and are caused by cultural diversity. They are the way cultural diversity and conflicts are handled, managing geographic distance, working on improving team spirit and maintaining good relationships within the team, keeping the clear communication level and concern issues about control and co-ordination. Luckily enough, according to them all individual parts of intercultural competence can be learned if the suitable training is chosen and implemented, therefore there also recommend to invest enough sources for training leader and members of organisations' multicultural teams (Matveev and Milter, 2004).

Especially organizations for which the high performance of multinational teams is extremely important should invest adequate time and money sources to train their global leaders in order to develop sufficient level of their CQ. Although the initial costs might quite high, they will be paid off by gaining significant competitive advantage (Groves and Feyerherm, 2011).

2.2.3 Different ways how to deal with cultural diversity

There exist several methods how to deal with cultural diversity. In the following part some of them are going to be described in more detail. However, the most important again is the central model of this dissertation, in which Trompenaars and Woolliams (2000) suggests that the best way how to deal with cultural diversity is to use reconciliation processes, although there are also other possible methods such as compromise or conflict.

Ignorance of cultural diversity and applying trial and error process

Chevrier (2003) takes very empirical approach towards examining three different cross-cultural practices that are usually implemented by transnational team leaders as a reaction on the above mentioned challenges in cross-cultural teams and by its combination and improvement he proposes the new comprehensive approach. First of them is basically to do nothing, treat cross-cultural differences as they do not exist. This attitude that is unfortunately practised by quite a lot of team-leaders, might results in deep frustration in the team, because although everyone in the team is trying to pretend that cultural differences are not significant enough to influence team efficiency and focus instead on common tasks, they are still present there and usually lead towards creation of culturally oriented subgroups in order to release the tension. The idea of second approach is to apply trial and error process, which should in time result into the development of acceptable practices for everyone in the team. The key in this approach is to spend a lot of time together as team and gradually learn about each other's differences (Chevrier, 2003). Although the idea is broadly speaking good, it might but also might not lead towards the establishment of general practices. Additionally forcing team members to spend too much time together can result into worsening their relationships rather than the other way round. The other way is to set up transnational culture that is put above national cultures, therefore participants have set of rules, instructions and behavioural norms. The most common example of transnational culture is corporate culture or professional culture. The second mention facilitates communication as its members share one technical language. Although transnational culture might seem like the solution, in the real life it is very difficult to force through corporate rules against embedded national cultures, additionally some corporate rules might even contradict some national cultures (Chevrier, 2003).

Building different team cultures

Earley and Mosakowski (2000) also deal with different team cultures in their article. They point out that the heterogeneity opposed to homogeneity in teams generally, but mostly caused by national diversity, has impact on functioning of teams and its dynamics. Efficient functioning of any team depends on strong team culture, for example team consisting of members from same country is eased by identifying similarities and building trust upon them. Strong team culture can already exist before the establishment of the team or it can evolve gradually from interactions within the team as it derives from individual team members and their approaches. It means that homogenous teams have easier starting point

for cooperation in the form of shared meanings, expectations or habits, they already start with some form of team culture.

Earley and Mosakowsky (2000) point out that transnational teams face an enormous challenge because they do not share almost any similarities such as cultural background, values or language. Therefore they have to gradually develop so called hybrid team culture (also referred to as third cultures, team-based mental models or synergy, which includes mainly determination of common goals and defining team purpose, clearly established team roles and responsibilities and clear description of rules and expectations (Earley & Peterson, 2004). Once such a hybrid culture is established it provides team members sense of belonging, which subsequently increases team performance and makes it easier to communicate and deal with given tasks (Earley and Mosakowski, 2000).

Therefore one way to deal with cultural diversity is Chevrier's (2003) innovative approach that takes into consideration context, interactions and the need to understand cultural differences but at the same time he stresses the need to constantly raise the awareness about them, because such understanding will not evolve naturally from interactions among members in multinational teams. By applying the method of critical incident technique (Cohen & Smith, 1976) and collecting different point of views on various situations in the team through the mediator, he presents so called ad hoc approach, which means creating unique interpretation system that can be applied suitable management that differs based on the particular situation. The collection of these solutions provides base for database of the most occurring patterns, from which they can be chosen and applied later Chevrier's (2003).

Knowledge of personal and team cultural preferences

Another way in which cultural diversity can be handled is presented by Earley and Erez (1997), who suggest that the most important for team leaders when trying to manage culturally diverse team is to know themselves at the first place and also try to understand their employees. For this purpose they designed special model that considers both of these aspects, which also includes special tool for diagnosing themselves and their team members. Additionally, they interconnect their concept with appropriate application of effective communication, motivation, teamwork and leadership. According to them it is crucial to combine individualistic approach towards each team member with the influence

of work environment. The individual approach is represented by so called “cultural self-knowledge”, in which common features to all people are included, regardless their different origins. Self-knowledge is created by thoughts, memories, past experience and by the way people regard future (Earley & Erez, 1997).

Self-knowledge of each person is driven by three basic motives, which are self-enhancement, self-growth and self-consistency. Self-enhancement is about how good or bad people feel about themselves. Generally everyone wants to feel good, therefore people tend to unintentionally pick only positive statements about themselves, if their self-image is about to be harmed they blame the uncontrollable circumstances. Self-growth represents the level of belief that certain tasks or goals can be accomplished and it also shows the need of employees to challenge themselves and to keep improving at all times. The level of belief is the most important thing about self-growth, because people can usually achieve only tasks which they believe they have abilities to do so. Prior success, learning by watching others, verbal persuasion and physical state are the general ways which influence the satisfaction from self-growth. Finally self-consistency has to do with feeling consistent and stable in life. For evaluating the level of satisfaction with self-knowledge people use two determinants and these are their own standards and opinions of people from their surroundings. Such standards and behaviour are mostly influenced by cultural values at different levels. Earley and Erez (1997) highlight two cultural dimensions, a self versus a group focus and power differentials. According to them these two dimensions influence the functioning of multinational teams most as they directly influence the self-knowledge of team members. Self-knowledge and cultural dimensions combined together offers comprehensive understanding of team-members probable behaviour.

This model is of a great importance for this dissertation as the questionnaires for team-leaders and employees creates one of the basements for designing the interview questions (refer to Appendix 5 to see the full version of the original questionnaire) and it also provides another view on cultural differences in central Europe, which will be discussed in more details further on in this chapter (Earley & Erez, 1997).

Transcultural competence and reconciliation process

Finally the way of managing cultural diversity introduced by Trompenaars and Woolliams (2000) is the most important for this dissertation, because they designed reconciliation process, that is going to be applied on chosen uSluno company from Eastern European context.

Reconciliation is one of the three components that all together constitutes transcultural competence. It is also the most important component of a transcultural competence, however, the two remaining parts, which are awareness and respect, are preceding steps that cannot be neglected in the whole process. The necessity of knowing individual cultural preferences of team-leaders and their team-members is represented by the awareness part. Furthermore, awareness helps to understand ways of thinking and reacting derived from different cultures and backgrounds. After acknowledging cultural dissimilarities and considering different perspectives, the respect towards them should be developed. The process of reconciliation finally creates equilibrium between cultural dilemmas through the process of synergizing, which can be achieved by processing, contextualizing and sequencing. Processing is basically playing with vocabulary, because its main idea is to turn nouns into verbs which means turning dilemmas into processes. Contextualizing refers to the importance of considering different context during any activity and finally sequencing takes opposite aspects of dilemma and gradually applies both. Estienne (1997) provides five steps of reconciliation process, the very first and of a great importance is assurance about mutual commitment to work and improve the current relationship, the second stage blends with awareness part as it is the stage where both parties recognize differences. After seeing differences, it is recommended to focus on identifying similarities using dialogue moving to the fourth stage, which is about combining solutions offered by each side and take advantage of the best aspect of both dilemma's sides. The fifth step is to critically evaluate the whole process, record it and possibly use it next time if similar situation appears (Trompenaars and Woolliams, 2000).

Trompenaars and Woolliams (2000) also stress the importance of team-leaders knowing themselves and their cultural preferences first. As they mentioned there are basically two different ways how to adjust to people from different cultures, one of them is to insist on their own culture and slowly incorporate the differences from other cultures into the management style or vice versa is to neglect their own culture, accept team member's culture and then slowly introduce their own culture back. However, the problem evolves if

so called mutually empathy occurs, which basically means that participants from different cultures are trying to adjust to the culture of their partner and if both of them do the same, they will actually never manage to reach agreement. Browaeys and Price(2015) suggest that for the right functioning of multinational teams, their culture integrity must be preserved for their partnership to work, therefore it is necessary that team-leaders have the suitable approach towards leading multicultural teams (Trompenaars and Woolliams, 2000).

Cultural training

Following what was explained above about the importance of transcultural competence, it logically evolves that another way how to effectively manage cultural diversity is to ensure appropriate cultural training of team leaders.

Since the increased prevalence of multinational teams that kept developing further, facing new challenges and tasks of globalized world, the training methods for team leaders have not progressed with the same speed and rather remained on their initial level, although having leaders that can effectively function across-borders is a must for multinational companies nowadays.

Before choosing suitable training programme, it is necessary to evaluate the current team-leaders cultural awareness, adaptation abilities, cross-cultural competence and identify which attributes can possibly cause difficulties when dealing with different cultures, among the most common ones can be named personal experience of working or dealing with people from different cultures, team-leaders willingness to adapt to new values or previously mentioned specific cultural knowledge. For this purpose several tools can be used such as self-report measure of individual differences, Self-Monitoring Scale (SMS), the Culture Shock Inventory, Intercultural Communication Inventory (ICI), (Earley & Ang, 2003). Common misperception is that managers or team members who travelled a lot arose their CQ naturally. Nevertheless their CQ abilities are only obvious in conflicting situations like negative evaluation of the whole team or forthcoming deadline where participants are trying to identify reasons of failure or who is to be blame and that is exactly when cultural differences can become more irritating (Earley & Peterson, 2004).

At the outset cultural training meant training individuals for job position in a new culture by teaching them about country specific knowledge based on the studies and cultural value models by scholars such as Hofstede (2005).

Nevertheless Earley and Peterson (2004) criticise such training methods for several main reasons. Firstly this conventional method is not complex. Secondly it is not useful to expose all individuals to the same cultural training as everyone has different needs of learning and therefore cultural training programmes have to be adjusted. Thirdly the conventional methods might provide useful examples, however most people are not able to apply their gained theoretical knowledge in particular cases they deal with. Finally such approach cannot be used for designing general cross-cultural training as it is country specific. Other criticism include the notion that cultural values can easily turned into stereotyping of national cultures, which can become critical for multinational teams especially in stressful times.

That is why Earley & Peterson (2004) designed new concept of cultural training for global team-leaders which is based on cultural intelligence (CQ) approach (Earley & Ang, 2003) and mainly by its three main aspects metacognitive, motivational and behavioural. It also improves the conventional approach by focusing closely on individuals.

Earley and Peterson (2004) decided to build on the CQ concept mainly because it expresses the capability of an individual to deal with all the issues that are measured by one of the previously mentioned assessment tools. In other words CQ shows to what extent people are likely to be adaptable and effective in different multicultural situations and also how they are capable of adopting totally new behaviour in the situation that requires so. CQ combined with conventional cultural values training meets the individual requirements of each particular team-leader and by incorporating three basic training needs, which are intensity, duration and nature (Earley & Ang, 2003), puts the strong base for new advanced cultural training programme.

2.3 Cultural differences in Eastern Europe

2.3.1 Geographical context

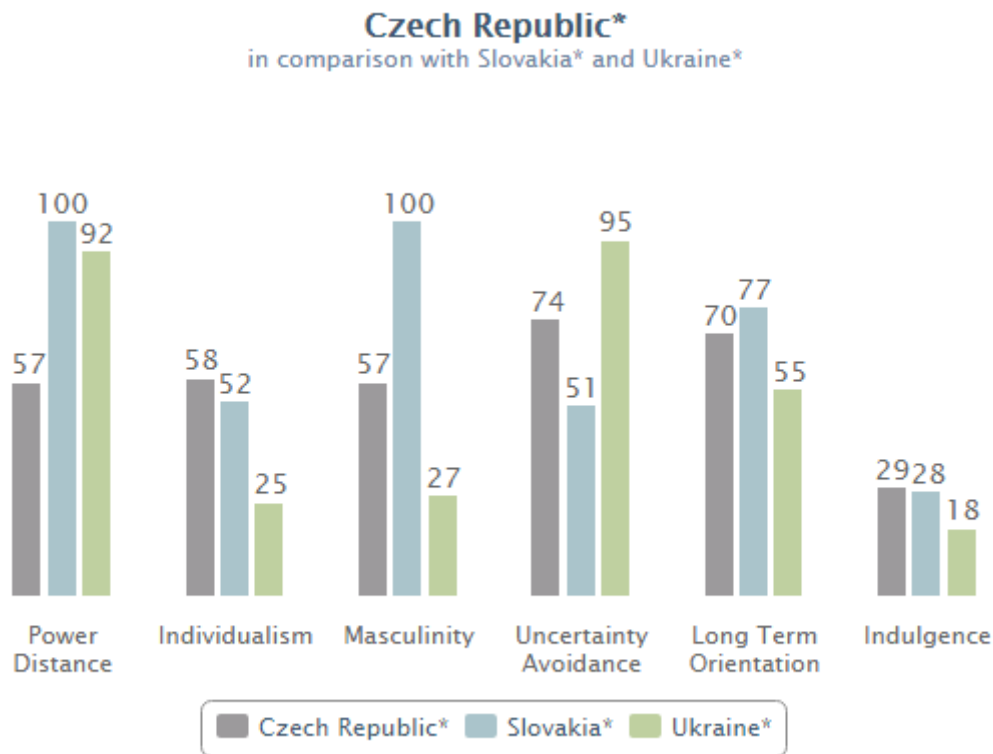
What the Czech Republic, Slovakia and Ukraine have in common is that they used to be a part of the Soviet Union and more than four decades of communism has influenced their culture and way of thinking. Especially for that reason some authors (Earley & Erez,

1997) tend to include them into one group of post-communist countries, however, while taking a closer look, it is not necessarily the truth. Quite significant differences among these three seemingly similar countries will be illustrated mostly by applying Trompenaars and Woolliams' (2000) transcultural competence concept in the case of U&SLUNO company, which is the main aim of this dissertation. However, contrasts among countries will be also demonstrated by applying Hofstede's (2001) six dimensional model and secondly by comparing these countries considering Earley's (1997) questionnaire.

2.3.2 Applying Hofstede's dimensions

Despite some criticism that appeared after publishing Hofstede's (2001) work, his bipolar dimensions are still very relevant for team-leaders to consider, because for example power distance is closely connected to how team-members perceive their leaders, based on the level of individualism or collectivism suitable training courses for team-leaders should be designed, uncertainty avoidance has impact on how people are satisfied within the team and tendency towards masculinity or femininity influences the acceptance and respect towards female team-leaders (Hofstede, 2001). The only limitation that occurred while using Hofstede's tool for comparing cultural dimensions of different countries is that this tool is based on original Globe study that included only 62 countries and none of Eastern European countries mentioned in this dissertation were included in this original study, but were added later, which means that sometimes the scores can be misleading (House, 2004). Figure 2.1 demonstrates the comparison of the Czech Republic, Slovakia and Ukraine based on Hofstede's dimensions is captured.

Figure 2.1 Comparison of the Czech Republic, Slovakia and Ukraine



Source: itim International (2016)

The most striking discovery are dissimilarities between the Czech Republic and Slovakia regarding power distance, masculinity and uncertainty avoidance, mostly because they were one country for almost 50 years. On the other hand the scores are very similar when it comes to individualism, long term orientation and indulgence.

Indulgence

Indulgence is also similar for Ukraine and it means that all three countries are more restrained by social norms. In other words people feel monitored by the society, therefore they control their emotions, they also tend to be more pessimistic, cynical and no adequate time is devoted to their leisure time (itim International, 2016).

Uncertainty avoidance

Ukraine has the highest score of all countries concerning uncertainty avoidance, far from Slovakia, closer to the Czech Republic, which basically means that Czechs and Ukrainians prefer to feel secure. For avoiding uncertain situations they use detailed planning, punctuality, setting rules and working hard. That is why most changes are accepted

with hesitation as their outcome is uncertain, including for example the first contact with new co-workers. Von Stetten et al (2012) pointed out that Czech people prefer to preserve current state and the willingness to changes almost does not exist, especially when the previous system or procedures still work somehow, they will also hardly come up with any initiative themselves. One of the possible explanations is again the communist influence as it was common that everyone had to work and equality and ordinariness was promoted instead of competition (Kelly, 1998). One way in which the unwillingness to change can be handled is through formalisation, for example by the direct official order preferably in the written form on some company document as it reduces the responsibility of individuals.

It is interesting that in all post-communist countries there is difference between young and old generation, especially those who had experienced communism evinced some trust issues. Therefore it is crucial to familiarize all team members with common goals, but even more important is that they should accept them and agree with them, otherwise it is huge obstacle in the functioning of the whole team and it can cause failure in delivering the results. Other ways how to overcome post-communism attitudes is to focus on periodic procedures preferably in one geographical location as face to face communication can prevent or banish several misunderstandings (Danis et al., 2011; Von Stetten et al., 2012). It is not clear, however, why Slovakia differs that much. According to the research made by Kolman et al. (2003), Slovakian team-members do not mind when their team-leaders do not know answers to all their question and they see nothing odd on competition in the team, which is supported by the score of Slovakia right in the middle of the scale, which indicates no clear orientation in this dimension.

Power distance

Similar results of Slovakia and Ukraine related to power distance shows that people in these countries respect that some individuals have more power than others in order to ensure clear structure in the society. As a result of being part of the Soviet Union, both countries are very centralized. The same logic applies at the work place, which is represented by quite hierarchical organizations. In team context it means that team-members need to be guided and instructed and team-leaders are respected, followed and not questioned, the hierarchy needs to be defined clearly and team-leaders have to have the official mandate (House, 2004). Although the Czech Republic has the lowest score, it is still classified as

hierarchical society too. However, in this case, it is very important to understand that the previous disappointment of Czech people caused by communism and leaders that represented it, caused mistrust of any authorities, therefore team-leaders have to prove that they are respectable and trustworthy before team members are willing to accept instructions without questioning them (Kolman et al., 2003). Ukraine was the closest to the centre of Soviet Union, Russia, which lead to the division of the country into two separate streams, one of which represented strong belonging to Russia, whereas the other one inclined more towards western world practices (Åslund, 2009).

Quite different from Czechs and Slovaks, Ukraine scores at individualism, masculinity and long term orientation dimensions.

Individualism

According to Hofstede's scale Slovaks' preference about either individualism or collectivism is not obvious, because they are right in the middle, however, the Czech Republic scores just 6 points more and is already classified as individualistic country and Ukraine with its lowest score belongs undoubtedly to collectivistic countries (itim International, 2016). The individualistic character of the Czech Republic can be explained by several important historical events (Nemecek et al., 2008), it is also the most developed country out of these three, so unlike in Slovakia, the Czech republic monitored faster development, more orientated towards western Europe, which consequently meant adopting western management styles or generally approach to their jobs. Individual character is represented by the fact that most respondents in Kolman et al's. (2003) study find themselves consistent with the statement that if people fail, it is usually their own fault. Employers from individualistic countries expect employees to deliver high performance. So basically if all members in the team do their best, the whole team is successful, desirable is definitely to apply management of individuals. Slovakia, on the other hand, and especially Ukraine were still more influenced by Eastern Europe and its practices, therefore in these two countries relationships and connections matter significantly when achieving goals, because worsen relationships are obstacles in clear communication and access to relevant information. Therefore, it is crucial to maintain good relationships with other team members and team-leaders and rather apply management of groups (Hofstede, G., 2001).

Masculinity

According to Hofstede's dimensions, Slovakia is an extremely masculine society, Ukraine is on the contrary a very feminine country and the Czech Republic is right in the middle with a tendency to masculinity, but definitely not to such an extent as Slovakia. In a business environment it is very important to take this into account, because people from masculine societies are focused on results, success and subsequently letting others know about their achievements by maintaining certain standard of living. High level of competition and constant raise of performance occur. On contrary in feminine cultures people usually do not feel the need to display their success so obviously, they would humbly contribute to the team goals (House, 2004).

Pragmatism

Czechs and Slovaks are pragmatic in essence, which is proved by high scores on long versus short-term orientation dimension. In this case it is Ukraine that cannot be categorized due to scoring right in the middle. Pragmatic societies always evaluate situations and events based on their context and time, it is very usual to do that backwards, evaluate events after they happen, learn from mistakes and adapt solutions for future. Pragmatic people are also usually very persistent when trying to hit set targets (itim International, 2016).

2.3.3 Applying Earley's questionnaire

Hofstede's dimensions on Eastern European countries, which clearly demonstrates differences between them and Earley and Erez's (1997) model, that deals with two cultural dimensions: self versus group focus and power differential. Self versus group focus can be regarded as the variation of Hofstede's individualism vs collectivism dimension and power differential have lot of similarities with Hofstede's power distance.

Table 2.1 shows the division of countries based on combining power differential and self versus group focus, together with appropriate management technique applicable. Based on that table all three countries from which the team members of U&SLUNO company are composed, namely the Czech Republic, Slovakia and Ukraine, belongs to the category of countries with group focus and low power differential. Group focused people expect others to evaluate their actions and their approval or disapproval is more important for them than their own personal beliefs. It is the strong feeling that people have about belonging to a certain social group. While working within a team, group focus is represented by

consideration of how individual actions will influence the whole team, people that are group orientated put team goals at the first place and it is important for them to feel team spirit. This dimension in other words shows possible relationships among co-workers in the team. However, there is never absolute prevalence of either focus, so while in all three countries the group focus was recognized, it is necessary to mention that self focus is present to some extent as well. This especially applies to post-communist countries where the group focus comes from the idea of communism that was collective thinking implanted in citizen's minds since childhood. On the other hand the self focus has started to take place after the velvet revolution (Martin, 2013). The second dimension is called power differential and countries with low power differential such as Czech Republic, Ukraine and Slovakia do not accept one authority as they feel entitled to participate on decision making about team procedures and plans and they want to contribute with their best ideas. By combining two dimensions team-leaders can easily have an idea about cultural profile of their team-members. Authors assume four basic types of profiles, based on their division, central European people belongs to the group referred to as "Collective Rebels", which is characterized by rejection of strong leadership and strict rules on one side and supporting the team spirit and collaboration on the other side (Earley & Erez, 1997).

Table 2.1 Division of countries based on combining power differential and self versus group focus

		Example Countries	Example Management Technique: Motivation Practices
Self-focus	Low power differential	Australia Canada Britain Finland Iceland Ireland New Zealand United States	Job design based on individual initiative and responsibility
	High power differential	Austria Belgium France Germany Italy Luxembourg Netherlands South Africa Spain Thailand	Work focusing on individual placed within a well-defined authority structure (bureaucratic)
Group-focus	Low power differential	Costa Rica Czech Republic Israel Jamaica Norway People's Republic of China Poland Russia Sweden Switzerland Taiwan	Team-based work with equality among group members
	High power differential	Brazil Egypt Greece India	Team-based work with strong overview by superiors

Source: (Earley & Erez, 1997)

2.3.4 Applying Modliński's model

Modliński (2013) provides some insight into the Ukrainian culture. He takes a slightly different approach and combines several different concepts regarding culture from the management point of view. He combines them into five main areas that have crucial impact

on the management, from which mostly nationalism, individualism vs collectivism, religion at workplace, hierarchy vs. equality are important in the context of our dissertation, especially because he focuses on Ukraine in detail. The outcome of their study showed that Ukrainians are 100 percent national-centred, which makes it quite difficult to cooperate with them, because most of them tend to put the interests of their country at the first place and prejudices are involved. This might negatively influence team-building activities, sharing responsibilities or the division of power in teams. For majority the religion is very important, which may be either reason for binding team-member or on contrary it might become source of disagreement if other team-members have different beliefs. On the other hand 86 percent of Ukrainians prefer to have clearly defined hierarchy in the team, which according to them makes the team more effective, which is also in compliance with Hofstede's results of Ukraine in power distance scale. Additionally Ukrainians were classified as leader-centred, which might strengthen the role of the leader in the group, who is mostly respected (Modliński, 2013).

2.4 Conceptual framework

The research question of this dissertation, which is:

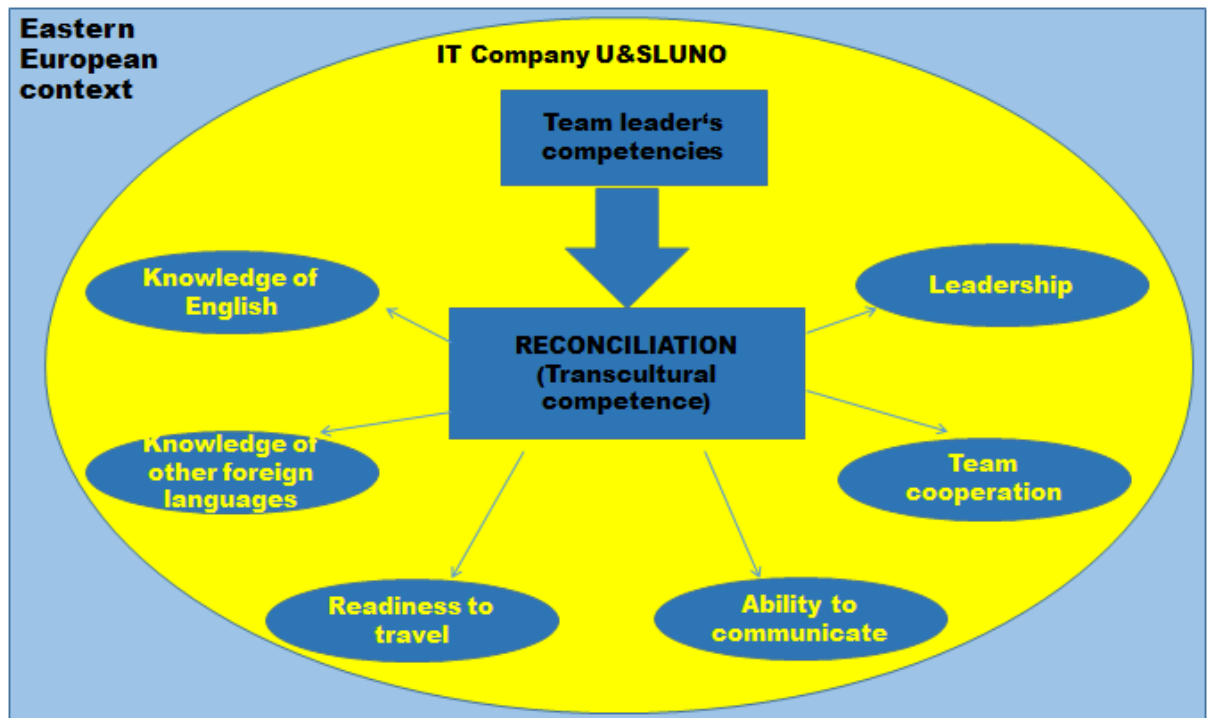
**“How does the team leader’s transcultural competence reconcile cultural dilemmas?
The case study of IT Company U&SLUNO in Eastern Europe”**

is graphically expressed in the following conceptual framework.

Trompenaars and Woolliams (2000) transcultural competence concept is the central model that frames this dissertation and especially one of its three parts, called reconciliation. The centrality of their model is demonstrated by placing the reconciliation process in the middle of conceptual framework. Reconciliation stands above transcultural competence in this picture, although reconciliation is just one part of transcultural competence concept because it demonstrates that the biggest attention is given to this one particular part. Team leader’s competencies are situated above reconciliation in order to demonstrate that the transcultural competence is the most desirable competence of team leaders of each multinational team. Whole model is applied to U&SLUNO company, which is demonstrated by yellow field in the chart. Six team leaders’ competencies that surrounds transcultural competence are taken from U&SLUNO’s competency framework and demonstrate

particular competencies that can evince the signs of transcultural competence. U&SLUNO, its team leader's competencies and transcultural competence concept are all placed into the broad geographical context of Eastern European countries, demonstrated by light blue field.

Figure 2.1: Conceptual framework



2.5 Summary

The general background of the topic was introduced, together with definitions of key words (multinational team, transcultural competence, cultural dilemmas and cultural diversity). Reasons why organizations should pay attention to cultural diversity were listed with the emphasis on the positive relationship between cultural diversity and multinational team performance. Furthermore list of challenges for multinational teams caused by such diversity followed and at the same time ways in which cultural diversity can, should be or is handled by team leaders were recommended, including the appropriate cross-cultural training for team-leaders. The last part was focused on the evidence of the existence of cultural differences among the Czech Republic, Ukraine and Slovakia. By considering different perspectives on cultural dimensions, mainly by Hofstede (2001), Earley and Erez (1997) and Modliński (2013), it can be assumed that there exist cultural differences among these countries and therefore in the next chapter the appropriate methodology about how

to investigate such differences is going to be introduced. The last section is devoted to the conceptual framework that was designed in accordance with research question and objectives and necessary adjustments were made based on the literature.

3 METHODOLOGY

3.1 Introduction

The methodological design of this dissertation is introduced in this chapter, including research design presented in graphical form, subjectivism and social constructivism philosophy, inductive research approach and qualitative research method. Next part of methodology chapter is focused on non-probability, purposive sampling and general sample characteristics. Semi structured, non-standardized interviews were used for collection of the data and coding is used for data analysis. Throughout the whole chapter justification of each choice is provided.

Table 3.1 Methodology overview

Assumptions (ontology/epistemology)	SUBJECTIVISM (SOCIAL CONSTRUCTIVISM)
Philosophy	INTERPRETIVISM
Approach to theory development	INDUCTIVE
Methodology	MONO METHOD
Method	QUALITATIVE
Strategies	CASE STUDY (EMBEDDED)
Sample size and characteristics	NON-PROBABILITY SAMPLING, PURPOSIVE
Data collection	INTERVIEW (SEMI STRUCTURED, NON STANDARDISED)
Data analysis	CODING

Source: Saunders et al. (2016)

3.2 Research philosophy

As the choice of the suitable philosophy is the first necessary step towards designing valuable research, Saunderson et al. (2016) reflexive tool HARP (Heightening your Awareness of your Research Philosophy) was used in order to discover how author's personal beliefs can be combined with one of the five philosophical concepts. The choice of the philosophy was also based on assumptions about reality and knowledge, usually referred to as ontology and epistemology. Subjectivism and more specifically social constructivism appeared to be most suitable one. The idea of subjectivism is that the reality is only nominal and its perception is influenced by given conventions and is created by individuals, their actions, processes surrounding them and connections among them all. Due to the fact that reality is created through social interactions the order almost does not exist, each case differs based on various circumstances, assumptions are built on opinions rather than facts, narratives are

preferred to numbers. Although subjectivism enables really deep inside investigation of given social phenomenon, due to the endless options of subjective views, it can become a bit frustrating to distinguish what can be considered as the truth. Additionally there exist complains about the validity of subjectivism as generalisation is almost impossible to be made considering so many specific contexts(Saunders et al., 2016).

After identifying subjectivism as an assumption, the choice of philosophy, according to the research onion (Saunders et al., 2016) was reduced to interpretivism, post-modernism and pragmatism. For the purpose of this dissertation, interpretivism was discovered as the most appropriate philosophy, mainly because it enables to capture the complexity and uniqueness of individual business cases, which U&SLUNO definitely is. Interpretivists believe that there is a difference between physical objects and humans, especially because people having different cultural backgrounds react unlike under various circumstances at different times and their reactions are meaningful. Therefore the need to embrace the complexity has to occur in research and that is why the usual research methods used in natural sciences cannot be applied as generalisation and universal laws result in losing the possibly important individual details. The purpose of interpretivism is to understand and explain the meaning of behaviour of participants from their perspectives in order to extend existing knowledge about organizations in different contexts, which again exactly meets the research objectives of this dissertation, because the application of transcultural competence by team leaders is investigated not only from their perspective but also from team-members point of view. Interpretivism takes into account language, culture, history and the emphasis is also given on empathy of researchers (Gill et al., 2010).

3.3 Purpose of my research design

The purpose of this research design is mostly exploratory, but has some descriptive elements too. It is especially suitable for the “how” research question, the objective of data analysis is to clarify understanding about leader’s transcultural competence and its impact on reconciling cultural dilemmas. Exploratory study has its biggest advantage in its flexibility and adaptability to changes and typically semi-structured interviews are conducted to obtain various contributions from participants as it is done in U&SLUNO context (Denscombe, 2010).

3.4 Research approach

The following logic of choosing subjectivism and interpretivism is to opt for the inductive approach, which uses known premises in different contexts that together result in new conclusions. The idea is the attempt to reach generalization to some extent from the results about specific cases. The most important difference from deductive approach is that the conceptual framework, themes and appropriate theories emerge only after the collected data are analysed. In other words, the theory follows data not vice versa. Induction approach was the necessary result of the emergence of social sciences in 20th century that needed new approach that would consider contexts. Because it is time consuming and it requires more resources to cover the investigation of specific cases from different perspectives, choosing smaller samples and using qualitative methods is more suitable (Saunders et al., 2016).

3.5 Research methods and strategy

That is why mono method qualitative study seems to best meet the requirements set by the research question of this dissertation. Single embedded case study of an IT company U&SLUNO will be used for answering the “how” research question. Case studies benefits from prior theoretic propositions and they can usually provide complex view on given issue. Single case study enables deep analysis of the situation than multiple case studies. However, it is generally criticised as not sufficient for research (Yin, 2014). Company U&SLUNO is a common case of a small IT company using multinational teams for being able to compete with others. Focusing on this particular case can provide an insight into the leadership of multinational teams in small and medium companies within the Eastern European region and can become manual for other similar organisations. It is also a revelatory case about the prevalence of cross-cultural differences within seemingly similar post-communist countries (Horwitz, 2011; House et al., 2004; von Stetten et al., 2012;).

3.6 Sample size and characteristics

Due to the qualitative nature of this research, non-probability sampling was chosen. This kind of sampling, sometimes also called non-random sampling, is closely linked and based on the research question and objectives and the sample is chosen according to the researcher’s personal judgement. More important than the actual sample size is the analysis

outcome and researcher's experience and ability to conduct interviews correctly and code them. However, the recommended sample size for general study is from five to thirty interviews. The sample size was established to overall number of nine interviewees, namely three team-leaders and six team-members to ensure the mixture of two different perspectives. Purposive sampling was chosen as the most appropriate sampling technique and is sometimes called judgemental sampling, because it very much depends on researcher's opinion about the inclusion or exclusion of certain participants that might be or might not be identified as important for collecting relevant data. Specifically two particular forms of purposive sampling are applied, namely homogeneous and typical case sampling. The first mentioned concentrates on finding similarities among investigated participants, which as well helps to identify differences as they stand out in contrast to these commonalities. Typical case sampling indicates that the research is made around common case as an illustrative example for those not familiar with the subject of investigation (Gill et al., 2010).

There are four multinational teams in U&SLUNO company, which altogether have 56 participants. Each of the team serves different purpose: consultancy, project design, helpdesk and sales. Each of them also has different size and consists of team-members and team-leaders from the Czech Republic, Slovakia and Ukraine. The biggest team is the consultancy team, followed closely by helpdesk team, project design team and smallest one is the sales team. As it is obvious from Table 3.1, which contains transparent summary of team composition in uSluno, two team-leaders are of Ukrainian origin, one is from Slovakia and one is from the Czech Republic. The emphasis was on choosing team-members of different nationalities in order to extend the variety of views (U&SLUNO, 2016).

Table 3.2 Composition of U&SLUNO multinational teams

	Consultancy team	Help-desk team	Project design team	Sales team
Overall number of team members	23	17	9	7
No. of Czech team members		16	7	4
No. Slovakian team members	3	0	0	2
No. Ukrainiam team member	5	1	2	1
Nationality and role of team-leader	Slovak (team-leader)	Ukraine (service manager)	Ukraine (team-leader of managers)	
Roles in the team	consultant	help-desk specialist	project managers	sales representative

Source: U&SLUNO (2015)

3.7 Data collection

Interviews are personal and targeted directly on the respondent, which gives the interviewer the opportunity to ask additional questions. Nevertheless, they are quite time consuming and have to be done properly to get valid answers (Silverman, 2004).

Semi-structured, non-standardised interviews are used for the data collection as they provide space for additional questions or themes that may evolve while asking participants. Therefore the list of 10 questions includes mainly open-ended questions (see list of interview questions bellow) that are used just as a guidelines or summary of important themes that are desirable to be covered during the interview, probing questions are used to explore more details as well as couple of specific and closed questions in the introduction to obtain specific information about participants (Saunders et al, 2016). Interview questions were designed based on three main research objectives and they are adjusted to two different groups of interviewees, team-leaders and team-members. Original proposal of questions was reviewed couple of times and necessary adjustments were made after consulting it with five different advisers from academic and business sphere to avoid leading, over-complex and multiple questions (Silverman, 2004).

List of interview questions for team leaders (to see questions for team members refer to Appendix 3):

Q1: What foreign languages do you speak and which language do you use to communicate with your team members?

Q2: What experience do you have with other cultures outside work-related environment? (E.g. studying abroad, holidays.....).

Q3: To what extent would you say it is important for your team members to maintain good relationship with others in the team over accomplishing tasks despite of the tension in the group?

Q4: To what extent do your team-members participate on decision making in the team and to what extent do they strictly follow your instructions?

Q5: How much do you consider your team members work accomplishments as valuable as it was your own success?

Q6: To what extent do you think difficult tasks are managed with less stress in teams than by its individual members?

Q7: Do you personally think there exist cultural differences among people from the Czech Republic, Slovakia and Ukraine? To what extent have you experienced presence of such differences in dealing with team members from these different countries?

Q8: How did you deal with a situation where the different nationality of your team member(s) caused tension in the smooth functioning of the team? Can you please describe such situation(s) in more details?

Q9: In which area (communication, collaboration or leadership) would you say the cultural differences causes most problems? Can you please give an example of such situations?

Q10: What kind of training have you received as a team-leader of multinational team in order to manage cultural differences correctly?

3.8 Data analysis

Coding was chosen for analysing collected data, because it is a crucial process which connects collecting of the data with their interpretation. It is done in order to pattern data, categorize them and match them with appropriate theory. Code, in the form of single words or short phrases, summarizes or captures key meaning of the data sat, in case of this dissertation interview transcripts. There are several phases of coding and in each of them the amount of data can differ.

Each researcher also includes so called filters, which are personal views, types of questions and responses in the interview, chosen structure, gender, social and race issues, language of interviewees and interviewer. Searching for patterns is desirable, however, not always easy, because patterns can evolve from participants same views, completely opposite views, no views at all or totally diverse views. Patterns can also be found if phenomenon is repetitive, appears in a certain order, correspond with a particular issues or if they mutually influence themselves. Codes, in which the pattern was observed, are subsequently gathered into categories. Categories to some extent explain previously founded patterns. The process of organizing codes into categories is called codifying. For any code to become a part of a certain category previously determined rule has to be found, which usually has form of so called propositional statement.

Simply the process is as follows: codes, which help to find patterns, are gathered into categories and subcategories, which assigns meanings to codes and from which main themes (concepts) gradually evolve. Themes lead towards finding and connecting right theory to the whole concept through generalization, which means that from the particular observations researcher is trying to conclude general truth. It is crucial that generated codes are regularly revised and adapted within the whole process of analysis, the same applies for categories and themes.

3.8.1 Specific suggestion of data analysis

What is going to be coded?

In this dissertation everything from the interview transcripts, including interview questions is coded in order not to miss out any important parts, because this is the first attempt to analyse qualitative data and therefore there does not exist necessary experience to recognize what is more or less important. For the same reason and also because of no access to one of the CAQDAS (Computer-Assisted Qualitative Data Analysis), data are first coded manually and later on displayed in a table created by using Microsoft Excel. While transcribing interviews, pre-coding in the form of highlighting and underlying and taking preliminary notes occurred in order to capture the possibly significant parts. Transcribed interviews were re-read couple of times to ensure proper understanding of responses. Table 3.4 demonstrates the process from suggesting patterns, categories and themes towards final codes and connection to the theory. Although two different groups of people were interviewed, their responses were coded simultaneously as they include information about the same topic. Provisional codes were suggested based on the interview questions in advance and they are listed in Table 3.3. Initial codes are compared to provisional codes and final list of codes emerged. There were too many initial codes as “splitters” were used, so from table 3.1 and 3.2 is obvious that the final number was reduced from 95 to 25 and finally also “lumpers” were used. As this dissertation is an individual assignment solo coding was applied.

Table 3.3 Provisional codes derived from interview questions

Question numbers	Code numbers	Provisional codes
1	1	Foreign languages
2	2	Cultural experience outside (inside) work
2	3	Cultural experience inside work
3	4	Relationship vs task accomplishment
4	5	Participation vs following instructions
5	6	Individual vs group accomplishment
6	7	Team vs individual work
6	8	Managing stress
7	9	Existence of cultural differences
8	10	Reconciliation process,
8	11	Obstacles in team functioning
9	12	Culturally critical areas
10	13	Cultural training
All	14	Gaps in team leaders' transcultural approach
All	15	Existence of transcultural competence
All	16	Cultural dilemmas

What is going to be code?

When thinking about suitable words or phrases that are going to be used as codes central model, research question and research goals of this dissertation played crucial role. The attention was also paid to what are participants doing, how they do it (e.g. which strategies they apply), if and how they understand it, what they assume, what was surprising in their responses or what was disturbing.

What coding methods were used?

The choice of appropriate coding methods was suggested before the actual analysis of the data, considering the nature of research question, which has epistemological character, subsequently it was narrowed by deriving the provisional list of 16 codes (see Table 3.3) from research goals and framework in order to search directly for answers. As recommended two cycles of coding were conducted. In the first cycle following coding methods were used: attribute, structural, inVivo, values, versus, dramaturgical, provisional, causation coding and in the second cycle pattern and elaborative coding were used. Adjustments were made continuously during analysing data as new facts evolved.

Table 3.4 Example of formation of categories, themes and theory

1.Patterns	2.Cathegories
English, Russian	knowledge of AT LEAST one foreign language
yes experience/no experience	outside/inside work experience
good relationship/task accomplishment	personal feeling of belonging to the group
yes participation/no participation	personal feeling of entitlement to participate on decision making
team success/ individual success	personal feeling of the importance of the team success
group solution/individual solution	willingness to cooperate with others
cultural differences: yes/no	openmindness
experience with situation: yes/no	particular area of given example
stated problematic area	reason according to individual perception by the person
yes training /no training	specific type of training
3.Subcathegories	4.Themes/Concepts
x	showing mutual commitment to improvement
particular kind of experience	showing mutual commitment to improvement
neutral vs affective	identifying similarities, combining best solutions
power differential	combining best solutions
egoism vs altruism/personal vs team ach	combining best solutions
level of difficulty of the task	combining best solutions
reason for such statement	post communism
x	different ways in which cultural diversity can be handled
individual suggestions	communication.the most pressing issues?
x	cultural training important: yes/no
	5.Theory
	TRANSCULTURAL COMPETENCE
	TRANSCULTURAL COMPETENCE
	RECONCILIATION PROCESS
	RECONCILIATION PROCESS
	RECONCILIATION PROCESS
	GAP IN TRAINSCULTURAL COMPETENCE
	CULTURAL DIVERSITY
	CULTURAL DIVERSITY THEORY, RECONCILIATON
	RECONCILIATION, COMMUNICATION
	TRAINING, GAP, TRANSCULTURAL COMPETENCE

3.9 Summary

This chapter included methodological design of this dissertation, including research design presented in graphical form, subjectivism and social constructivism philosophy, inductive research approach and qualitative research method. The focus was also on non-probability, purposive sampling and general sample characteristics. Semi structured, non-standardized interviews were used for collection of the data and coding is used for data analysis. The suggested coding process was described in details, including tables with provisional codes. Methodology chapter is very important first step before the actual

presentation of results and their analysis, because it provides step by step manual for the next chapter.

4 ANALYZING IMPACT OF INTER-CULTURAL DIFFERENCES ON TEAM LEADERS' APPROACHES TOWARDS THEIR TEAMS AND IDENTIFYING GAPS IN TEAM LEADERS' APPROACHES

4.1 Introduction

This chapter includes the presentation of findings from conducted interviews and competency framework analysis. In the first part restatement of the research question and objectives is presented, the next part deals with detailed examination of U&SLUNO competency framework in order to search for explicit presence of transcultural competence and the last part is devoted to the interviews summary and contains from ten smaller parts, each of which presents detailed summary of answers on given question. The last part is the most important and its content is the outcome of careful coding process.

4.2 Research question and objectives

For better transparency, the research question and objectives are restated below:

Research question:

**How does the team leader's transcultural competence reconcile cultural dilemmas?
The case study of IT Company U&SLUNO in Eastern Europe.**

Research objectives:

- 1. Examination of the existence of team leader's transcultural competence in U&SLUNO's competency framework.**
- 2. Exploration of how team leader's transcultural competence reconciles cultural dilemmas in U&SLUNO.**
- 3. Identification of gaps in developing and applying transcultural competence by team leaders of multinational teams.**

As it was presented in the methodology chapter to achieve the first research objective the examination of the existence of team leader's transcultural competence was done in two different ways. First of them was the detailed examination of U&SLUNO competency framework in order to search for explicit presence of transcultural competence. The second

way was through interview questions number one, two, six and seven. Questions three, four, five, eight and nine were designed for accomplishing the second research objective and answers provided on questions nine and ten are going to be utilized while identifying the team leader's gaps within the third research objective.

4.3 Results of the analysis of U&SLUNO's competency framework

After a detailed examination of U&SLUNO competency framework, which is quite sophisticated and tied to the evaluation and remuneration scheme (for full version see Appendix 4), it was surprisingly found out that it does not explicitly include any modification of transcultural competence or cross-cultural competence, although the company operates in multicultural environment within the Eastern European context.

The competency framework is divided into three groups of skills, namely soft skills, generic skills and hard skills. Soft skills are skills that show the level of employee's comprehensive capabilities to accomplish tasks regardless the specific field of qualification. There are 14 of them and they include: active application of knowledge, troubleshooting, innovative approach/creativity, independence, satisfying customer needs, ability to present, ability to communicate, ability to influence customer, ability to train and pass on knowledge, teamwork, leadership, work organization, learning ability and ability to argue. Generic skills are skills that are needed for being able to participate at any work and are do not refer just to the one specific job position. U&SLUNO defined only five generic skills, namely language proficiency in English, language proficiency in another language, competency for driving a passenger car, readiness to travel and computer/technical competency. On contrary to both of the previous groups hard skills are connected to a specific job position and contains both theoretical and practical knowledge of the employees. Especially in IT company that delivers sophisticated software solutions, hard skills play very important role and eight of them are described in the competency framework, these are specific professional knowledge, products knowledge technical and consultative, business process knowledge, project methodology and controlling, solution architecture design, creation of analysis and design, creation of user manual and test protocols.

Although U&SLUNO competency framework does not include transcultural competence, some competencies in which the impact of cultural differences might occur with higher intensity were identified. These competencies come from the group of soft

and generic skills and include language proficiency in English and in another language (G1, G2), readiness to travel (G4), ability to communicate (S7), teamwork (S10) and leadership (S11) and are important for this dissertation because a special attention was paid to them and their level while conducting interviews.

4.4 Interviews summary

All three nationalities, Czechs, Slovaks, Ukrainians, as well as both sexes were represented in interviews. Eight out of nine interviews were conducted in English language, the remaining one was done in Czech language and for the purpose of analysis, it was translated into English as literally as possible, by the author and the English translation was used in the coding process.

4.4.1 Foreign language knowledge (Q1)

All interviewees can speak at least one foreign language, namely English, on communication level and all team leaders can additionally speak also Russian and they use both of these languages for communication in the team. English is a must, however, some comments about different levels or insufficient knowledge occurred, which subsequently might make the whole communication more difficult. Language is a barrier especially when communicating with Ukrainians colleagues, because Czech and Slovak languages are very similar and people do not have to use English to communicate with each other. Three out of six interviewed team members can also speak Russian fluently. All interviewees mentioned that they are mostly using other language than their native one for team communication.

4.4.2 Outside work cultural experience (Q2)

Only two out of nine interviewees have no outside work related cultural experience. Three of them regularly travel abroad for holidays and the rest of them have experienced other cultures in more or less intense ways. One of the team members participated on work and travel program in USA and other team member has even more intense experience, because his wife is from different country, therefore he has to deal with cultural differences outside work on daily basis and again it demonstrates his cross-cultural abilities.

4.4.3 Maintaining good relationship (Q3)

For overwhelming majority of interviewees the good relationship within the team comes before accomplishing tasks. All three team leaders stated that good relationships in the team comes at the first place and they fully support maintaining such relationships even in the stressful times. Additionally they try to support cooperation by appropriate motivation of team members and try to avoid tension in the team, because they suggest that tasks can be accomplished effectively only in harmonic or at least not hostile environment. The same notion was shared by almost all team members as well, who preferred to keep friendly atmosphere at the first place because they believe that this was the way towards successful task accomplishment. One of them think that good relationships in the team and task accomplishment are at the same level of importance. Only one team member has completely opposite opinion that task accomplishment is undoubtedly at the first place, no matter if the relationships in the team will suffer.

4.4.4 Decision making process (Q4)

The approach of first two asked team leaders about the participation on decision making process is a bit different from the third one. They are both trying to encourage their team members to participate on deciding whenever it is possible. Of course team leaders as well as team members admit that it very much depends on the significance of the task and level of involvement of all participants. So the more important and difficult the task is the more likely it is going to be decided by team leader and on contrary with smaller or partial tasks team members are allowed to have more freedom with decision making. The first team leader described the decision making process by percentage ratio 60/40 which clearly demonstrates that team leader kept bigger part of authority, but still he let big enough space for team members to decide. The second team leader has very similar approach only with the small shift in percentage ratio which is in his case 70/30. The third team leader also used percentage ratio that was 80/20 and stated that his team members mostly follow his instructions.

This was the point of view provided by team leaders. It is interesting to contrast team leader's point of view with the team member's ones, because both are quite opposite. Three of them confirmed that the decision making is dependent on the complexity and importance of the task, two of them think that decisions should be made mostly by team leaders and they

did not even show the interest in taking a part, which can be illustrated by the utterance of one of them: “I have my team leader to make decisions”. On contrary one team member feels that he actually participates a lot.

4.4.5 Team success (Q5)

For all team leaders their team success is the most important, furthermore they perceive their team success as equal as their personal success because they are the ones leading the team. One of them also stated that it was very important for him to work hard, because his individual achievements were beneficial and useful for the whole team. Four team members think that their individual success equals their team success, so both of them are at the same level of importance for them. One member is willing to give up his individual success in favour of the team, however, he said it depends on the context and each particular situation separately. The last interviewee even stated team achievement is for him above his individual one.

4.4.6 Team solutions less stressful (Q6)

It is very interesting that answers provided by team leaders on this question are opposite to the ones provided by most of the team members. Especially because all three team leaders stated that team solutions are more preferable and undoubtedly less stressful for their team members to approach difficult tasks. Team as a unit also delivers better and more creative solutions and they also mentioned that team cooperation is very important especially regarding totally new tasks, because the whole team needs to establish new procedures and processes in order to meet new challenges. Therefore team leaders said that they try to support the team cooperation by any means, this is all connected with maintaining good relationships and also with the preference of team or individual success stated above. Team leader’s preference of team solutions was only shared by two out of six asked team members, who also think that working as a team is less stressful. On contrary four of team members prefer to work on difficult and new tasks individually. One out of these four, however, admitted that sometimes it is necessary to work as a team when new task appears, but the other one mentioned that he participates on team solutions only exceptionally.

4.4.7 Existence of cultural differences in Eastern European countries (Q7)

Most of the interviewees (four out of six) stated that there are no cultural differences between the Czech Republic, Ukraine and Slovakia, one of them even argued that there cannot possibly be cultural differences because all countries have the same Slavonic roots and therefore they are basically one nation. Also none of them never finds themselves in the situation when cultural differences caused problems in the smooth functioning of their multinational team. The next participant admitted the existence of cultural differences among these countries but refused to acknowledge their importance and the necessity to take them into consideration at workplace. Only one out of six team members stated that deals with cultural differences at workplace and as the most pressing issues he points out different perception of timing and degree of personal responsibility.

4.4.8 Tension in the smooth team functioning (Q8)

One of the team leaders never come across with situation where cultural differences caused tension in the team and therefore never had to provide any form of solution, which is quite understandable given he does not think there exist any cultural differences. The same answer about not participating in culturally tense situation, was provided only by two other team members. The rest of them gave several examples of particular incidents, such as the, different pace of work or unwillingness to work over the weekend expressed mostly by Ukrainians colleagues or. Team leaders added some other examples as different working habits and problems with the explanation of importance of transferring knowledge, again especially by Ukrainians.

As the possible solutions were suggested need of clear and effective communication when trying to reach an agreement, respect towards team leader's decision about conflicting situation from both involved sides, the suitable choice of motivation needed for effective performance of the team. Team leaders also mentioned the emphasising and reminding leader's official authority and the importance of constant explanation of the importance of given tasks or innovation.

4.4.9 Most problematic areas caused by cultural diversity (Q9)

The outcomes regarding question nine about the most problematic area influenced by cultural diversity are the most consistent. Seven out of nine interviewees think that

the most problematic area is communication, however, some of them recognized the biggest problem in this area mainly different language knowledge, not communication abilities as such. Most of them are aware of the importance of communication while solving everyday tasks, some of them described communication with foreign colleagues as time consuming, because the description of tasks has to be clear and detailed for all team members to effectively work on it and sometimes it can be quite difficult to communicate clear message with the insufficient language knowledge. Misunderstandings can cause big delays in accomplishing the task, for example one of the respondents stated that it is mainly issue when it comes to their Ukrainians colleagues as they are not willing to work overtime, team leaders have to make sure that they understand the task correctly for the first time.

Other critical areas pointed out by team leaders were the perception of leadership, unwillingness to share knowledge. One team leader talked about the problematic perception of leadership primarily from Ukrainians, he pointed out the very formal approach from their side, which basically means that everything has to be officially written and supported and team leader only has authority if that authority is formally presented to them, otherwise they would not take his instructions as valid and they do not see the point to follow his instruction.

The other team leader mentioned that Ukrainians colleagues have quite advanced knowledge about certain processes that can become very valuable contribution to the whole team, but the problem is the unwillingness to share this knowledge in order not to possibly lose the position in the company. They would basically prefer to keep the valuable knowledge to themselves and therefore make themselves indispensable instead of contributing this knowledge to the team.

4.4.10 Cultural training (Q10)

All team leaders confirmed they received some form of cultural training, namely all three participated in training called leadership for multicultural teams, one of them additionally received training just about leadership generally. Nevertheless, none of the team members have received anything like cultural training. Five team members said they did not receive any form of cultural training at all and at least one of them participated in training aimed at communication, which is really useful in multicultural environment too, as was proved by previous question, where communication was marked as the most problematic area.

4.5 Summary

Findings from conducted interviews and competency framework analysis were presented in this chapter. Competency framework analysis did not prove the existence of team leader's transcultural competence in U&SLUNO's competency framework explicitly, however, several competencies from the group of soft and generic skills were identified as significant when dealing with cultural differences, especially language proficiency in English and in another language (G1,G2), readiness to travel (G4), ability to communicate (S7), teamwork (S10) and leadership (S11), (U&SLUNO, 2015).

Findings emerged from conducted interview through coding process are that all interviewees are mostly using other language than their native one for team communication. Most of them have outside work cultural experience and prefer to maintain good relationship to accomplishing tasks. Approximately half of them want to participate on decision making and majority cares more about team success than their personal one. However, not all of them think there exist cultural differences, therefore they were not able to describe the situation where cultural diversity caused tension. Only team leaders received cultural training. All results presented in this chapter will be connected with theories and research presented in the literature review chapter.

5 DISCUSSION AND PROPOSAL OF SUGGESTED CHANGES

5.1 Introduction

In this chapter results presented previously are going to be linked with literature review, research question and research objectives. The whole chapter is divided into ten small subchapters from which each is devoted to one of the interview questions in details. The main theoretical concepts used in this chapter cover central model of this dissertation, Trompenaars and Woolliams's (2000) transcultural competence concept, mainly reconciliation process and its five main parts, which are assurance about mutual commitment to work on improving current relationship, recognition of cultural differences, identifying similarities, combining best solutions and critical evaluation of the whole process. Another theoretical background is provided by House's (2004) Globe study, Hofstede's (2001) dimensions and Earley and Erez's (1997) book, but also other relevant journal articles are used. At least one related cultural dilemma to each of Trompenaars and Woolliams's dimensions (except sixth dimension about the perception of time) is addressed in almost each analysed interview question.

5.1.1 Foreign language knowledge (Q1)

The first question was designed with regard to the first research objective that is to examine the existence of transcultural competence in U&SLUNO company. The more language the person can speak the more likely he/she becomes able to build transcultural competence, because together with language people also need to study culture and habits of given country and therefore they understand where the different approaches of their foreign colleagues are coming from (Valdes, 1986). That is also why knowledge of Russian language is desirable and maybe even more important than English in U&SLUNO company. Therefore the ability to speak Russian can be considered as the awareness part of transcultural competence and possibly also first stage of reconciliation process, which is reassurance about the willingness to work on improvement of the relationships.

The results showed transcultural competence was mostly demonstrated by team leaders as well as by couple of team members, therefore it can be stated that regarding language competence the transcultural competence exist. It was also very positive

to discover that the effort to learn language is not exhibit only by team leaders, but also by some team members, which makes the whole communication even easier.

5.1.2 Outside work cultural experience (Q2)

The purpose of question number two was to find out to what extent interviewees are willing to come across with different cultures outside the work environment. The reason is simply because if they operate in multinational environment they do not have a choice and have to deal with colleagues from different countries, whereas as Trompenaars and Woolliams (2000) pointed out this natural openness to deal voluntarily with different cultures is another sign of transcultural competence, namely it can be either phase one or two of reconciliation process and answers on that question should also help with achieving the first research objective.

For example one of the team leaders studied two years abroad, which clearly shows his openness to other cultures, because he spent his free time and his own resources in order to gain education in different countries.

It is more likely that people who studied abroad, travelled or had other cultural experience have better foundations for exhibiting the transcultural competence at the workplace as well as outside work (Earley & Peterson, 2004). Both team leaders and team members have to deal with cultural dilemma and find balance between learning about culture at theoretically on some training or through personal life experience. The outcome is dependent on if people prefer doing to being (achievement vs ascription) or vice versa.

5.1.3 Maintaining good relationship (Q3)

Question three was design mainly to provide answers for second research objective that is to examine how the team leader's transcultural competence reconciles cultural dilemmas by finding out if relationships within the team are more important than task accomplishments. The good relationships in the team are influenced by several factors. Firstly it is Hofstede's (2001) uncertainty avoidance dimension that influences team member's satisfaction in the team. Secondly as Stahl et al. (2010) pointed out there exist several factors that moderate relationships in the team. For example task complexity, team

size, team diffusion and most importantly time, because multinational teams benefit more from their diversity the longer they cooperate together.

A cultural dilemma in this question, connected with Trompenaars and Woolliams's (2000) neutral versus affective and specific versus diffuse relationship, is the tendency to egoism or altruism or deciding to be more professional or engaged, basically it is about the choice between friendly relationships on one side and effective task accomplishment on the other side.

Based on the results presented in the previous chapter, the effort of maintaining good relationships in the team at all times by the majority of participants and especially all three team leaders can be understood as an example of situations in which team leaders successfully reconciled challenging cultural dilemma by applying phases one, two, three and four of reconciliation process from assurance about mutual commitment to work on improving current relationship towards, combining best solutions. Subsequently it can be claimed that the existence of transcultural competence in regarding this question was recognized.

5.1.4 Decision making process (Q4)

The purpose of question number four was to investigate the authority of team leaders and how is that authority perceived by team members in order to examine second research objective that is about applying team leader's transcultural competence within the reconciliation process.

There are two contradictory notions that have impact on the perception of authority. Firstly Hofstede's (2001) power distance and masculinity vs femininity dimensions are significant in this question. Power distance affects team member's perception of the leader and masculinity or femininity orientation plays role when leaders of different sexes are in charge. As it was mentioned in the literature review Slovakia and Ukraine scores demonstrate their respect towards inequality in the society and at the same times show need to have clear hierarchy in organizations and officially established leaders, who are respected and followed (House, 2004). Secondly according to Earley and Erez's (1997) dimension called power differential, all three countries belong to the group with low power differential, more specifically to the group called "Collective rebels" that signalizes that authority is not accepted unconditionally, because people feel entitled to participate on decision making and

also want to contribute to team improvement with their ideas, because they care about team success and collaboration.

Answers on this question were not as consistent as answers for previous question and they are basically as contradictory as both above stated notions. The cultural dilemma here is to balance legal contracts and loose interpretations (Trompenaars and Woolliams, 2000). Two team leaders follow rather Earley and Erez's (1997) opinion and they let team members participate on decision making in less important and less difficult tasks. However, some team members and one team leader prefer Hofstede's notion about given hierarchy and no intention of participation was exhibited. The third team leader's approach might cause a little bit of tension in cases where team members wish to participate more on the team functioning. It is another example of a gap in team leader's approach caused by the lack of awareness about team member's desire to participate, which means that the awareness part of transcultural competence was not achieved neither was phase one and two of reconciliation process. Considering all three team leaders application of transcultural competence in decision making process is present only approximately by 75 percent.

5.1.5 Team success (Q5)

Question number five about team or individual accomplishment is supposed to investigate group focus and reveal either individualistic or collectivistic orientation of participants (Trompenaars and Woolliams, 2000). This question is also connected with the second research objective about the reconciliation of dilemmas by team leader. In this context the dilemma is represented by being egoistic or altruistic and especially phase two and four of reconciliation process is covered. Answers provided on this question are very consistent among all participants.

Earley and Erez's (1997) group focus dimension, Hofstede's (2001) masculinity dimension and Trompenaars and Woolliams' (2000) pragmatism dimension are covered in this question about team success. Pragmatic people are according to Trompenaars and Woolliams' (2000) very persistent when trying to hit set targets, which is beneficial for the team because it can increase the performance. Hofstede's (2001) masculinity vs femininity dimension can indicate the possible clash in the team as Slovaks and Czechs come from masculine society and Ukrainians from feminine one. Czech and Slovak people are very determined and clear focus on individual results and success prevails, together with

high competing atmosphere in the team, which can appear as quite hostile environment for Ukrainians as their feminine orientation would make them rather give up their individual success to team one (House, 2004). Team leaders need to be able to balance this.

However, results did not support Hofstede's (2001) presumptions about masculinity, because majority of respondents were more team success than individual success orientated. On the other hand results are more in favour to Earley and Erez's (1997) group focus dimensions that deals with the influence of individual actions on the whole team. Group focused people are team goals and team spirit orientated. Results demonstrate that the majority of team members feel to be part of the team and they all understand that team success depends on mutual cooperation and contribution. It was also obvious that all team leaders have a strong sense of belonging to the team, which adds into the portfolio of characteristics important for building transcultural competence, especially its second part respect.

5.1.6 Team solutions less stressful (Q6)

Question six is connected with the first research objective about the examination of the existence of transcultural competence, because the preference to work individually or in the team regarding new and difficult tasks shows the level of belonging to the team and the level of commitment of each participants and also the way in which participants are dealing with stress.

Earley and Erez's (1997) group focus dimension as well as Hofstede's (2001) individualistic dimension are both relevant for this question. As it was stated above group focused participants prefer team collaboration while maintaining good relationships, whereas people coming from individualistic societies such as the Czech Republic believe that success as well as failure depends on individual member's effort, therefore the management of individuals is recommended. On contrary collectivistic focus of Ukraine leads towards the preference of management of groups and relationships are of the most importance. Slovakia is located in the middle of the scale so it is not obvious if the society is more individualistic or collectivistic (House, 2004).

The cultural dilemma is the decision about taking responsibility just for self or for others. Results showed quite different team leader's and team member's point of views, which can be the source of tension and team leaders' misperception of this matter

can be identified as another example of the gap within the reconciliation process, namely phases three and four – searching for similarities and synthesizing solutions. Especially given that they might ask for team solutions in cases where team members prefer to work individually.

5.1.7 Existence of cultural differences in Eastern European countries (Q7)

Question number seven is the most important in achieving the first research objective, because it is designed to examine if participants perceive the existence of any cultural differences.

As it was mentioned in the literature review some authors do not see Eastern or Central European countries as culturally different (Earley and Erez, 1997) as all these countries have similar origins and additionally most of them are post-communist countries. On the other hand some other authors appeal that deeper research on cultural differences among these countries should be conducted (House, 2004) because it is exactly the notion that these countries are similar that can become a serious problem while trying to lead teams composed of members from all these countries. As Chevrier (2003) pointed out ignoring cultural differences is quite common practise that can lead to the frustration of the whole team and founding cultural subgroups. Also Browaeys and Price (2015) suggest that for the right functioning of multinational teams, their culture integrity must be preserved for their partnership to work.

It was very interesting to find out that two out of three team leaders agreed on the existence of cultural differences among the Czech Republic, Slovakia and Ukraine and they also confirmed they meet with such differences on daily basis. Quite disturbing is to find out that the last team leader think that there does not exist cultural differences, which can result into serious problems in the team functioning, especially when the tension is really caused by cultural differences. If their existence is not perceived than leaders might look for some other, most probably wrong, reasons. As Earley and Erez's (1997) and Trompenaars and Woolliams' (2000) pointed out in literature review, awareness and knowledge of possible cultural differences is the first step towards building complete transcultural competence. Also Matveev and Milter (2004) recognize the general and specific cultural knowledge as first part of their intercultural competence as well as Groves and Feyerherm (2011) when they introduced their cultural intelligence concept.

That is why this might be highlighted as another gap within the team leader's approach, because if the first part of intercultural, CQ and transcultural competence is missing, the next two parts cannot be applied correctly. It should be exactly the leader who supports and motivates his team members to learn about cultural differences and how to deal with them. Earley and Erez's (1997) questionnaire is very useful tool for all multinational teams participants and its answer can provide clear idea about each cultural preferences in the team, so the gap can be fixed by compulsory participation in the questionnaire. As Earley & Mosakowski (2000) mentioned well managed cultural diversity can increase creativity of team solutions.

5.1.8 Tension in the smooth team functioning (Q8)

Question eight is the most important question regarding the second research objective about leaders managing the reconciliation process at each phase. Using the method of critical incident should help to reveal real situation in which team leader's cross-cultural abilities are demonstrated.

One of the team leaders never come across with situation where cultural differences caused tension in the team and therefore never had to provide any form of solution, which is quite understandable given he does not think there exist any cultural differences. This is exactly the case discussed by Chevrier (2003) about pretending that cultural differences do not exist or ignoring them deliberately and expect that the solution will evolve from given situation naturally. This kind of attitude is just natural implication of previously mentioned denied existence of cultural differences, and again is referred to as a gap in team leader's approach especially regarding phases one and two of reconciliation process about willingness to recognize and the actual recognition of cultural differences in multinational teams.

To sum it up it can be said that the application of transcultural competence while reconciling cultural dilemmas is U&SLUNO company represented mainly through clear communication, appropriate motivation, suitable demonstration of official authority and keeping members updated and familiar with team's objectives and purpose. The existence and right application of transcultural competence was clearly demonstrated by two out three team leaders in this questions.

5.1.9 Most problematic areas caused by cultural diversity (Q9)

Once the existence of cultural differences is admitted and couple of particular situations with cultural tension were pointed out, it is necessary to identify areas and processes within the team that are influenced by cultural differences mostly. That is why question nine is targeted on finding areas that are perceived as most problematic regarding cultural differences and is connected with research objectives two and three, because it was designed to provide examples of situations where team leaders apply all three parts of transcultural competence and possibly all five stages of reconciliation processes reconciling cultural dilemmas and at the same time it is supposed to reveal gaps in team leader's approach.

For examples Earley and Erez (1997) deal in their book mainly with communication, leadership and cooperation. Matveev and Milter (2004) listed five challenges that multinational teams usually face: the way cultural diversity and conflicts are handled, managing geographic distance, working on improving team spirit and maintaining good relationships within the team, keeping the clear communication level and concern issues about control and coordination. Stahl et al (2010) add to the list also creativity and social integration. For addressing all challenges the certain level of transcultural competence is necessary. Von Stetten et al.(2012, clane 15) pointed out that Czech people are resistant to changes and are lacking any initiative. Modliński (2013) talked about how Ukrainians nationalism, strong religious orientation, need for strong and formal hierarchy in the team can cause some tension in team functioning. Especially Modliński's (2013) findings were supported by interview results, because the different approach to some issues by Ukrainians participants were pointed out several times by team leaders as well as team members. Most often communication, perception of leadership and unwillingness to share knowledge were described as most problematic areas by respondents.

5.1.10 Cultural training (Q10)

Question number ten is focused on cultural training and is directly connected with the third research objective about identifying gaps in developing and applying team leader's transcultural competence. As it was demonstrated above the cultural differences among the Czech Republic, Slovakia and Ukraine exist and team leaders need to work on developing and applying their transcultural competence very hard, because it is more difficult to

effectively apply transcultural competence if some team members or team leader do not even recognize the existence of cultural differences.

Results showed that no one from team members have received any cultural training, each team leader received at least one culturally orientated training. As Jokinen (2005) stated in the literature review global competencies are different from general leadership competencies and have to be developed separately for example by appropriate cultural training. Danis et al., (2011) stressed how important it is to communicate team goals and purpose for the smooth team functioning and additionally how important is that these common goals are adopted and understood by all team members, it is necessary for U&SLUNO company to take this into consideration and think about including wider cultural training programmes not only for team leaders but also for team members.

These trainings have a positive impact on the development of team leader's and team member's transcultural competence. However, it is not very clear how one of the team leaders received training called leadership of multicultural teams and he still thinks there does not exist cultural differences in his team. The only possible explanation is that the cultural training received was probably designed in too general way and was not focused on the particular countries or situations, therefore this is also identified as a gap, but obviously not in team leaders approach. When considering the right cultural training Hofstede's and Trompenaars and Woolliams' (2000) bipolar dimensions might be helpful.

5.2 Summary

In this chapter results were linked with literature review, research question and research objectives. The main theoretical concepts used in this chapter cover central model of this dissertation, Trompenaars and Woolliams's (2000) transcultural competence concept, House's (2004) Globe study, Hofstede's (2001) dimensions and Earley and Erez's (1997) book. At least one related cultural dilemma to each of Trompenaars and Woolliams's dimensions is addressed in almost each analysed interview question.

To sum it up it can be said that the application of transcultural competence while reconciling cultural dilemmas is U&SLUNO company represented mainly through clear communication, appropriate motivation, suitable demonstration of official authority

and keeping members updated and familiar with team's objectives and purpose. The existence and right application of transcultural competence was clearly demonstrated by two out three team leaders.

6 CONCLUSION

The research question of this dissertation, which is:

**How does the team leader's transcultural competence reconcile cultural dilemmas?
The case study of IT Company U&SLUNO in Eastern Europe.**

was deeply investigated through three research objectives:

- 1. Examination of the existence of team leader's transcultural competence in U&SLUNO's competency framework.**
- 2. Exploration of how team leader's transcultural competence reconciles cultural dilemmas in U&SLUNO.**
- 3. Identification of gaps in developing and applying transcultural competence by team leaders of multinational teams.**

by conducting nine interviews with team leaders and team members of four multinational teams from U&SLUNO company and analysis of their competency framework and was answered, although couple of limitations occurred.

The existence of team leader's transcultural competence in U&SLUNO's competency framework targeted in the first objective was not explicitly discovered, however, several competencies were identified that can be considered as those influencing team leaders when dealing with cultural differences. These competencies come from the group of soft and generic skills and include language proficiency in English and in another language (G1,G2), readiness to travel (G4), ability to communicate (S7), teamwork (S10) and leadership (S11), (U&SLUNO, 2015). Language proficiency in English was demonstrated by all interviewees on fluent communication level and language proficiency in another language, which was especially Russian, was showed by all team leaders and also some team members. All participants travel regularly or travelled in the past for various working or personal purposes, there are used to it and therefore their readiness to travel is on desired level. Ability to communicate was proved on satisfactory level too, but at the same time communication was picked by almost all participant as the most problematic area caused by cultural diversity. Teamwork was approved by the answers of most interviewees that recognized the importance of team success rather than individual one and therefore

showed strong team spirit. On the other hand teamwork competence was a bit disapproved by the preference of most team members to work rather individually on difficult tasks, although team leaders were trying to support team based solutions. Participative involvement of team members supported by two out of three team leaders was demonstrated and at the same time it revealed some possible gaps in one of the team leader approach. The existence of transcultural competence in U&SLUNO company was also demonstrated by the effort to avoid tension in the team and maintaining good relationships with others.

The level of transcultural competence of team leaders that prevails in U&SLUNO helped to reconcile several cultural dilemmas that provided enough evidence for accomplishing second research objective. All three parts of transcultural competence (awareness, respect, reconciliation) were exhibited at different levels as well as five stages of reconciliation process were used more or less effectively while dealing with cultural dilemmas. Cultural dilemmas that were mentioned during interviews and team leaders had to deal with them were legal contracts and loose interpretations (decision making), responsibility for self or others (team cooperation or individualism), egoism vs altruism (personal or team achievement), being professional or engaged (relationship), facts or relationships (relationship), learning at school or learning through life (cultural experience).

To sum it up it can be said that the application of transcultural competence while reconciling cultural dilemmas in U&SLUNO company represented mainly through clear communication, appropriate motivation, suitable demonstration of official authority and keeping members updated and familiar with team's objectives and purpose. The existence and right application of transcultural competence was clearly demonstrated by two out three team leaders.

In more details awareness part of transcultural competence was exhibited by the ability to speak English and Russian and admitting recognition of the existence of cultural differences. Respect toward dissimilarities was shown by majority of interviewees, especially by applying mutual cooperation and supporting each other regardless culture while delivering team solutions.

Most importantly reconciliation process that is the third part of transcultural competence was examined through critical incident method in question eight. Phase one, which is the reassurance about the willingness to work on improvement of the relationships

was proved by the effort of maintaining good relationships in the team at all times by the majority of participants and especially all three team leaders and natural openness to deal voluntarily with different cultures. However, second phase of reconciliation was performed only by two team leaders and minimum of team members as the rest of participants did not recognized any cultural differences. Majority of team members feel to be part of the team and they all understand that team success depends on mutual cooperation and contribution, which demonstrates successful accomplishment of phase three and four in reconciliation process. Fourth phase is also approved by team cooperation and the utterance that group solutions are more innovative.

Although the existence and right application of transcultural competence was clearly demonstrated by two out three team leaders and couple of team members, several significant gaps were identified in developing and applying transcultural competence by team leaders of multinational teams, which was the main focus of the third research objective. Most striking one is the denial of the existence of cultural differences by one team leader, furthermore the application of management of groups regarding difficult tasks by team leaders despite prevailing individual orientation of most team members, tension caused by directive leadership demonstrated by not participative decision making process.

7 LIMITATIONS AND FURTHER RESEARCH

There are several limitations of this dissertation. The biggest one is the case study informative character, which is very specific orientated in one particular case and therefore is far from being exhaustive.

Another limitation is that from the wide selection of various cross-cultural model was chosen only one central model and only two or three more were mentioned and used for clarifying cultural differences and designing interview questions, but it is obvious that there is variety of other models in the literature that could possibly might have been used too. However, time limitation played crucial role while choosing to apply only one central model, but rather deeply than to focus on more concepts and not to investigate any of them properly.

Furthermore, it is always questionable if the gaps identified in developing and applying transcultural competence by team leaders of multinational teams were really caused by cultural differences or other possible factors could have been involved. Another issue is if the tension is caused by existing cultural differences between the Czech Republic, Slovakia and Ukraine or by the existence of cultural bipolar dimensions per se.

There is also the possibility of biased responses by interviewees due to answering the questions in the way they think they are expected to be answered as the request of participating in interviews came from the HR department. Enough data were collected from team leaders as three out of four team leaders agreed to participate, but only six team members out of 56 answered interview questions. Additionally, other possible bias could occur when analyzing data through the whole coding process by the author who is of Czech origin.

Next significant limitation is the specific cultural context of just three Eastern European countries, so the findings can be possibly utilized only in other countries from this geographical are, however, they are far from making any general statements that can be applicable in other countries. Furthermore it is necessary to emphasize that cultural characteristics of one country does not have to necessarily apply to all nationals and be influenced by the existence of various cultural subgroups.

The suggestions for future research are to apply different cultural models in same Eastern European countries or to apply the same model in other Eastern European countries, in order to confirm (in both cases) results from this research and provide the base for making general statements. Another suggestion is to conduct interviews face to face and involve higher number of team members.

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LIST OF APPENDICES

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Prohlášení o využití výsledků diplomové (bakalářské) práce

Prohlašuji, že

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V Ostravě 31/8/2016

Jana Balejová

APPENDICES

Appendix 1: Cultural dimensions(Browaeys & Price, 2015)

<p>1. <i>Universalism versus particularism:</i></p> <ul style="list-style-type: none"> • societal versus personal obligation 	<p><i>Universalism:</i> absolute rules apply, irrespective of circumstances and situations</p> <p><i>Particularism:</i> circumstances and relationships are more important considerations than absolutes</p> <p>Example in business: the role of the contract</p>
<p>2. <i>Individualism versus collectivism (communitarianism):</i></p> <ul style="list-style-type: none"> • personal versus group goals 	<p><i>Individualism:</i> personal welfare and fulfilment</p> <p><i>Collectivism:</i> social concern and altruism</p> <p>Example in business: goals of negotiating and decision-making</p>
<p>3. <i>Neutral versus affective relationships:</i></p> <ul style="list-style-type: none"> • emotional orientation in relationships 	<p>This dimension concerns the contexts and ways that cultures choose to express emotions. Should emotion be exhibited in business relations?</p>
<p>4. <i>Specific versus diffuse relationships:</i></p> <ul style="list-style-type: none"> • contact versus contract • rapport versus report 	<p><i>Specific:</i> company employees are hired in contractually to be part of a system which performs efficiently</p> <p><i>Diffuse:</i> company employees are members of a group working together. Their relations with each other and the organization determine how the company functions</p>
<p>5. <i>Achievement versus ascription (doing/being):</i></p> <ul style="list-style-type: none"> • legitimating power and status 	<p>In achievement-oriented cultures, business people are evaluated by how well they perform an allocated function. In ascriptive cultures, status is attributed, for example, to older people, those who are of good family or highly qualified</p>
<p>6. <i>Sequential versus synchronic time (monochronic/polychronic)</i></p>	<p><i>Sequential:</i> time is tangible and divisible. Only do one activity at a time</p> <p><i>Synchronic:</i> time is flexible and intangible. Appointments are approximate and subject to 'giving time' to significant others</p>
<p>7. <i>Inner versus outer directed</i></p> <ul style="list-style-type: none"> • Internal or external control to the environment 	<p><i>Internal control:</i> one's personal conviction is the starting point for every action and this may result in conflict with others and resistance to nature</p> <p><i>External control:</i> Sensitive to the environment and seeks harmony. Often flexible attitude, willing to compromise</p>

Appendix 2: Cultural dilemmas and stages of reconciliation process(Browaeys & Price, 2015)

<p>1. Universalism-particularism</p> <p>A high-performing manager recognizes, respects and reconciles allegiance to rule-bound activity or unique circumstances.</p> <p>In practice, dilemmas are typically between:</p> <ul style="list-style-type: none"> • Legal contracts and loose interpretations; • Emphasis on globalism or localism; • Human rights or special relationships; • Low-cost strategies or premium strategy; and • Extending rules or discovering exceptions. <p>Thus, effective management lies not in the values of rule-making or exception-finding, but between these. How else can the rules be improved except by noting each exception and revising the rules accordingly? In complementarity, how else can exceptional abilities be developed than by noting the highest defined standards and exceeding them?</p> <p>To their annoyance, managers promulgate a rule only to discover an exception. A scientist would believe he had failed. A boss would feel defied. A moralist would be against the sinfulness of it all. A 'millennium manager' would learn from it!</p>
<p>2. Individualism-communitarianism (collectivism)</p> <p>A high-performing manager recognizes, respects and reconciles the individual employee's development, enrichment and fulfilment or the extent to which the corporation and customers should be the beneficiaries of personal efforts.</p> <p>In practice, dilemmas are typically between:</p> <ul style="list-style-type: none"> • Profit or market share strategy; • Rights or duties; • Egoism or altruism; • Responsibility for self or others; and • Originating ideas or refining useful products.
<p>3. Neutral or affectivity</p> <p>A high-performing manager recognizes, respects and reconciles the legitimacy of showing or controlling emotions. Dilemmas can arise from:</p> <ul style="list-style-type: none"> • Being detached or enthusiastic; • Long pauses or frequent interruptions; and • Being professional or engaged.
<p>4. Specific-diffuse</p> <p>A high-performing manager recognizes, respects and reconciles the tendency to analyse and break down the field of experience or to synthesize, augment and construct the experience.</p> <p>Dilemmas can arise from:</p> <ul style="list-style-type: none"> • The bottom line or general good will; • Data and codification or concepts and models; • Being results-oriented or process-oriented; and • Facts or relationships.

5. Achieved or ascribed status
<p>A high-performing manager recognizes, respects and reconciles why status is conferred on people.</p> <p>Dilemmas can arise from:</p> <ul style="list-style-type: none"> • Pay for performance or vindication for worth; • Status following success or status preceding success; • Head-hunting or developing in-house; and • Learning at school or learning through life.
6. Sequential or synchronic time
<p>A high-performing manager recognizes, respects and reconciles different meaning and priority given to time passing in sequence or coming around and around.</p> <p>Dilemmas can arise from:</p> <ul style="list-style-type: none"> • Highly rational, standardized production or just-in-time production; • Keeping to schedule or being easily distracted; and • Winning the race or shortening the course.
7. Inner or outer directed
<p>A high-performing manager recognizes, respects and reconciles whether the locus of control is inside or outside the people involved. For the latter, it is the environment to which people must adapt.</p> <p>Dilemmas can arise from being:</p> <ul style="list-style-type: none"> • Driven by conscience or responsive to outside influence; • Strategically oriented or fusion-oriented; and • Dauntless entrepreneur or public benefactor.

Source: adapted from Trompenaars and Woolliams (2000): 36-39

Appendix 2b: Stages of reconciliation process(Browaeys & Price, 2015)

	STAGES OF THE RECONCILIATION PROCESS	METHOD EMPLOYED TO ARRIVE AT NEXT STAGE
1	Reaffirm our commitment to the ongoing relationship and its benefit to both parties	Think 'win-win' and concentrate on the benefits of collaboration to each culture
2	Recognize where and how we differ	Develop a global mindset Legitimise diversity Acquire knowledge of other cultures Display 'acceptance' when appropriate
3	Continue by searching for similarities	Employ dialogue
4	Synthesize our solutions or create outcomes which utilize the most appropriate elements of the opposing cultural dimensions	Practise creative thinking Demonstrate a willingness to learn Dialogue
5	Review the learning process, capture it, and make available for the future	Practise experience-based learning Articulate what has been seen and known Act on learning at a later stage

Appendix 3: List of interview questions for team members

Q1: What foreign languages do you speak and which language do you use to communicate with your team members?

Q2: What experience do you have with other cultures outside work-related environment? (E.g. studying abroad, holidays...).

Q3: To what extent would you say it is important for you and your colleagues in the team to maintain good relationship with others in the team over accomplishing tasks despite of the tension in the group?

Q4: To what extent do you feel entitled to participate on decision making in the team and to what extent you strictly follow your team leader's instructions?

Q5: How much do you consider your team accomplishments more important than your individual success?

Q6: Do you feel like you better manage difficult tasks yourselves or is it less stressful if you work as a part of the team?

Q7: Do you personally think there exist cultural differences among people from the Czech Republic, Slovakia and Ukraine? To what extent have you experienced presence of such differences in dealing with colleagues or your team leader from these different countries?

Q8: How did you deal with a situation where the different nationality of your team-leader or other team member(s) caused tension in the smooth functioning of the team? Can you please describe such situation in more details?

Q9: In which area (communication, collaboration or leadership) would you say the cultural differences causes most problems? Can you please give an example of such situations?

Q10: What kind of training have you received as a member of a multinational team in order to deal with cultural differences correctly?

Appendix 4: Full version of competency framework of USLUNO (U&SLUNO, 2015)



List of competencies	pg.		pg.
SOFT SKILLS U&SLUNO	3	GENERIC SKILLS U&SLUNO	
S1 Active application of knowledge	4	G1 Language proficiency in English	18
S2 Troubleshooting	5	G2 Language Proficiency in another language	19
S3 Innovative approach / Creativity	6	G3 Competency for driving a passenger car	20
S4 Independence	7	G4 Readiness to travel	21
S5 Satisfying customer needs	8	G5 Computer / technical competency	22
S6 Ability to present	9		
S7 Ability to communicate	10	HARD SKILLS U&SLUNO	
S8 Ability to influence customer	11		
S9 Ability to train and pass on knowledge	12	H0 Specific professional knowledge	23
S10 Teamwork	13	H1 Products knowledge_ technical	23
S11 Leadership	14	H2 Products knowledge_ consultative	23
S12 Work organization	15	H3 Business process knowledge	23
S13 Learning ability	16	H4 Project methodology and controlling	24
S14 Ability to argue	17	H5 Solution architecture design	25
		H6 Creation of Analysis and Design	26
		H7 Creation of user manual and test protocols	27

Assessing Your Cultural Values

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ebruary

The purpose of this short questionnaire is to help you better understand your *self- versus group focus* as well as your *power differential*. Your responses to these questions reflect your general values that are influenced by your culture and your unique experiences. The following questions reflect opinions that you may or may not hold. *Think about your own feelings concerning each of these statements and answer for yourself, not how you think other people would answer.* For each question, place a number in the blank at the right.

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ebruary

1 = I strongly disagree with this statement.

2 = I slightly disagree with this statement.

3 = I neither disagree or agree with this statement.

4 = I slightly agree with this statement.

5 = I strongly agree with this statement.

Self Versus Group-Focus

1. Employees like to work in a group rather than by themselves. _____
2. It is important for employees to make friends at their jobs. _____
3. Working as part of a team motivates employees. _____
4. Problem solving by groups gives better results than problem solving by individuals. _____
5. Cooperation among team members usually helps to solve problems. _____
6. Team-based work provides the best work performance. _____
7. Being part of a team has *no* important benefit for work. _____
8. Teamwork is central to an effective company. _____
9. Friendships in an organization are an important part of life. _____
10. Employees do not like to be put in teams. _____

Scoring Procedure

Give yourself the number of points on each question that you wrote down. Some of these items were negatively worded so that you need to rescore their value by "reversing" them (if you scored "1," give yourself "5"; if you scored "2," give yourself "4"; if you scored "4," give yourself "2"; and if you scored "5," give yourself "1"). The following items should be scored in reverse: questions 7 and 10. Once you have reversed the scores for these items, add up all ten questions for your grand total.

Total score _____

- 1 = I strongly disagree with this statement.*
2 = I slightly disagree with this statement.
3 = I neither disagree or agree with this statement.
4 = I slightly agree with this statement.
5 = I strongly agree with this statement.

Power Differential

1. In most situations managers should make decisions without consulting their subordinates. _____
2. In work-related matters, managers have a right to expect obedience from their subordinates. _____
3. Employees who often question authority sometimes keep their managers from being effective. _____
4. Once a top-level executive makes a decision, people working for the company should not question it. _____
5. Employees should not express disagreements with their managers. _____
6. Managers should be able to make the right decisions without consulting with others. _____
7. Managers who let their employees participate in decisions lose power. _____
8. A company's rules should not be broken, not even when the employee thinks it is in the company's best interest. _____

Scoring Procedure

Give yourself the number of points on each question that you wrote down. Add up all eight questions for your grand total.

Total score _____

Assessing Your Self-Knowledge

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ebrary

The purpose of this short questionnaire is to help you better understand your self-knowledge, including your self-enhancement, self-growth, and self-consistency motives. Your responses to these questions reflect your opinions based on your various life experiences. The following questions solicit opinions that you may or may not hold. *Think about your own feelings concerning each of these statements, and answer for yourself, not how you think other people would answer.* For each question, place a number in the blank at the right.

- 1 = I strongly disagree with this statement.
 2 = I slightly disagree with this statement.
 3 = I neither disagree or agree with this statement.
 4 = I slightly agree with this statement.
 5 = I strongly agree with this statement.

Self-Enhancement Motive

1. It is important that my own work is recognized. _____
2. I feel proud when the accomplishments of my friends are acknowledged by my company. _____
3. What matters to me at work is feeling good about myself, not necessarily what I am getting paid. _____
4. I am happy when the people who are important to me are satisfied. _____
5. If I am confronted with feedback that I have not been doing as well as I should on one task, I prefer to concentrate on other tasks for which I am doing well. _____
6. I enjoy getting credit from being a member of a successful group. _____
7. It is important to me that others recognize my accomplishments. _____
8. If the people I work with don't feel good about themselves, I just can't work well. _____
9. I feel good about myself when I do things other than my job. _____
10. I feel good when the people I work with help me out of their own free will. _____

Scoring Procedure

Give yourself the number of points on each question that you wrote down. Add up items 1, 3, 5, 7, and 9 to get your score on self-focused enhancement.

Total self-focused enhancement _____

Add up items 2, 4, 6, 8, and 10 to get your score on group-focused enhancement.

- 1 = I strongly disagree with this statement.*
2 = I slightly disagree with this statement.
3 = I neither disagree or agree with this statement.
4 = I slightly agree with this statement.
5 = I strongly agree with this statement.

Self-Growth Motive

1. It gives me pleasure to learn new skills and challenge myself even it if requires great effort. _____
2. In general, I will usually take on even seemingly impossible challenges. _____
3. I feel a strong sense of personal competence in my work. _____
4. Based on my past work with teams or groups, I feel confident that groups can take on most challenges. _____
5. If my work team has capable people in it, I feel capable. _____
6. A work team can cope with difficult goals with less stress than an individual employee. _____
7. No matter how difficult the job is, I can tackle it. _____
8. I think that it is important for me constantly to learn new ideas and to challenge myself. _____
9. A work group can do its work better by learning new ways to be efficient. _____
10. When I work in a team, I feel more confident that we can get things done. _____

Scoring Procedure

Give yourself the number of points on each question that you wrote down. Add up items 1, 2, 3, 7, and 8 to get your score on self-focused efficacy.

Total self-focused efficacy _____

Add up items 4, 5, 6, 9, and 10 to get your score on group-focused efficacy.

- 1 = I strongly disagree with this statement.
 2 = I slightly disagree with this statement.
 3 = I neither disagree or agree with this statement.
 4 = I slightly agree with this statement.
 5 = I strongly agree with this statement.

Self-Consistency Motive

1. I prefer it when I can use standard and familiar procedures for my work. _____
2. It fits me best to work in a company where the top management does not initiate too frequent changes. _____
3. I am most comfortable if the people around me follow accepted work procedures and do not try new approaches. _____
4. I feel uncomfortable if my job makes me act in a way that I am not used to acting. _____
5. It can be disruptive if there are no clear and systematic procedures for promoting people in my company. _____
6. It bothers me when there is a high rate of turnover in my company. _____
7. It is important for me to have a fixed and organized schedule of my work day. _____
8. I like it if my coworkers stay the same just so I work with familiar people day-to-day. _____
9. I have a resistance to changes in work. _____
10. I find it stressful if my job requires me to do things that are out of my character. _____

Scoring Procedure

Give yourself the number of points on each question that you wrote down. Add up items 1, 4, 7, 9, and 10 to get your score on self-focused consistency.

Total self-focused consistency _____

Add up items 2, 3, 5, 6, and 8 to get your score on group-focused consistency.

Interpreting Your Self-Knowledge Scores

To determine what your numerical scores mean and where you fit into a general classification scheme consider the following guidelines for all three self-motives:

If you scored below 12.5 on the self-focus scale, you can consider yourself to be *low on that motive*.

If you scored above 17.5 on the group-focus scale, you can consider yourself to be *high on that motive*.

If you scored between 12.5 and 17.5 on the self- or group-focus scale, you are on the border and you may have both types of tendencies.

In the space provided below, place an "X" or check in the box that characterizes your self- or group-focus for the three self motives.

Place an "X" for your profile:

	Low Level	High Level	Borderline
Self-Enhancement			
Self-focus	_____	_____	_____
Group-focus	_____	_____	_____
Self-Growth			
Self-focus	_____	_____	_____
Group-focus	_____	_____	_____
Self-Consistency			
Self-focus	_____	_____	_____
Group-focus	_____	_____	_____
Total			
Self-focus	_____	_____	_____
Group-focus	_____	_____	_____

Now you can calculate your total score on the self- versus group focus motive across all three types of motives.

Self-focus: Add up all your three scores on self focus-enhancement, growth and consistency.

Total _____

Group-focus: Add up all your three scores on group-focus-enhancement, growth and consistency

Total _____

If your total score is lower than 37.5, on self-focus scale or the group-focus scale you can consider yourself to be low on the self-focus or group-focus motives.

If your total score is higher than 52.5, you can consider yourself to be high on self-focus or group-focus motives.

If your total score is between 37.5 and 52.5, you are on the borderline, and you may have both types of tendencies.

Next look at your cultural values score, and turn to Figure 3.2 and see what your profile is like. Compare it with the profiles of people who work for you. How do they compare? Are these motives and cultural orientations consistent with the type of management style that you use?